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ABSTRACT

The goal of this study guide is to train education information consultants to do a literature search in an information center, both manually and by computer. The guide provides five lessons, self-tests and keys for each of the tests. A short teacher's guide and examples of computer searches are also included. (RH)

ED 066894

DOING A LITERATURE SEARCH IN AN INFORMATION CENTER

Marcia B. Garman
Kathleen Mitchell

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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EM 010 218

IDENTIFICATION PAGE

Title:	Doing a Literature Search in an Information Center
Subject:	Education Research
Performance Level:	Adult--Education Information Consultant (EIC)
Purpose:	Enable an EIC to Do a Literature Search in an Information Center, both manually and by computer
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TABLE OF CONTENTS

Identification Page.....i

Table of Contents.....ii

Student's Section.....1

Title Page.....2

Pre-Test.....3

Lessons

Lesson One Guide Sheet (Glossary Terms).....6

Lesson One.....7

Self-Test.....8

Self-Test Key.....9

Lesson Two.....10

Self-Test.....11

Self-Test Key.....12

Lesson Three.....13

Self-Test.....14

Self-Test Key.....15

Lesson Four.....16

Computer Printout (Learning Centers).....17

Self-Test.....30

Self-Test Key.....31

Lesson Five.....32

Self-Test.....32

Self-Test Key.....34

Post-Test.....35

Student Evaluation.....38

Teacher's Section.....39

Major Idea.....40

Instructions.....41

Test Answer Keys

Pre-Test.....41

Pre-Test Computer Printout (Language Development).....44

Post-Test.....72

Post-Test Computer Printout (Performance Contracts).....74

THIS SECTION FOR STUDENT USE

DOING A LITERATURE SEARCH IN AN INFORMATION CENTER

Major Idea:

There are ways of doing a literature search in an information center.

Component Ideas:

1. Glossary terms
2. Transforming search request into descriptor terms
3. Conducting a manual search
4. Conducting a computer search
5. Using fugitive information catalogues

Objectives:

1. With 100% accuracy the EIC will identify glossary terms.
2. Given a search request the EIC will demonstrate his ability, to the satisfaction of the office supervisor, to transform the education problem into descriptor terms which best apply to the search request.
3. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of ERIC publications by selecting the 10 best documents which most closely fit the given search request.
4. Through computer techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of the Dialog Online Retrieval System by selecting the 10 best documents from the resulting computer printout which most closely fit the given search request.
5. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of fugitive information catalogues by selecting the 10 best documents which most closely fit the given search request.

STUDENT PRE-TEST

Purpose: The purpose of this pre-test is to determine your knowledge of: (1) glossary terms (2) the Thesaurus of ERIC Descriptors (3) techniques involved in manual searches (4) techniques involved in computer searches and (5) the use of fugitive information catalogues.

Instructions: You are not expected to know all the answers, so answer as many questions as you can. After you have worked on all items, discuss your answers with your office supervisor.

I. Part I

A. Match up the following glossary terms with their proper abbreviations.

AU	Fugitive Information Data Organizer
SMERC	abstract
ERC	Thesaurus
MF	ERIC document
ERIC	San Mateo County Education Resources Center
RIE	Dialog Online Retrieval System
CIJE	author
FIDO	Research in Education
EJ	Education Resources Center
ED	microfiche
AB	Current Index to Journals in Education
computer	Educational Resources Information Center
descriptors	education journal

B. Using the Thesaurus of ERIC Descriptors look under the main heading LANGUAGE INSTRUCTION and write the following:

(1) one "used for" term
(2) four narrow terms
(3) one broader term
(4) five related terms

C. Using the 1970 RIE annual catalog, list ten ED numbers cited under the main heading LANGUAGE INSTRUCTION.

D. Using the 1970 CIJE annual catalogue, list ten EJ numbers cited under the main heading LANGUAGE INSTRUCTION.

E. Using the 1972 PERI, FIDO and Education Index, list any five documents by number cited under the main heading LANGUAGE ARTS.

F. According to the ERIC/Dialog Online Retrieval System, explain what the following commands mean.

1. PRINT _____

_____

2. DISPLAY _____

_____

3. EXPAND _____

_____

4. COMBINE _____

_____

5. SELECT _____

_____

II. There are no absolute answers to the following section of the pre-test. After you have worked on all the items discuss your answers with your office supervisor.

A. Given the following search statement, see if you can answer the questions below.

Search Statement: What language development programs are there for deaf children and trainable mentally retarded children at the elementary level?

1. Using the Thesaurus of ERIC Descriptors, choose five descriptors which would best apply to the above search statement.

2. Using the ERIC publicacions, pick ten documents which apply to the above search statement.

3. Using the Dialog Online Retrieval System, select from your computer printout, the ten documents which best apply to the above search statement.

4. Using the following fugitive information catalogues (FIDO, PERI, UNIPAC and LEARNING CENTER) select the five documents which best apply to the above statement.

5. Discuss with your office supervisor your reasons for picking the documents you feel best apply to the search request. Discuss also the criteria you have used in evaluating these documents or computer search.

GLOSSARY OF TERMS

Lesson I

A. Catalogs

FIDO (Fugitive Information Data Organizer)
PERI (Project Evaluation Research Information)
RIE (Research in Education)
CIJE (Current Index to Journals in Education)
ERIC (Education Resources Information Center)
Education Index
Unipac (A Learning Activity Package)
Learning Center (An Individualized Instruction Package)

B. Equipment

microfiche reader
microfiche reader/printer
Remkard (Reader Printer Retrieval Display System)
reproduction equipment
microfilm camera
stuffer (micro-thin jacket reader-filler)
photocopier
Mag Card (magnetic card selectric typewriter)
DIALOG (Lockheed system for ERIC/CIJE electronic retrieval)
CRT (Cathode Ray Tube -- Visual display screen)
ORBIT II (System Development Corp. computer system)
computer (360/40 IBM)
Terminal (Keyboard for access to Computer)
Termi-Net (Printing system at computer terminal)

C. Office Terminology

MF (microfiche)
HC (hardcopy)
PC (photocopy)
EJ (Education Journal)
AB (abstract)
search statement (see E.I.C. Manual)
search form
"search"
computer printout
Princeton files (storage cans for fugitive documents)
fugitive information (that which has not been formally published or is not readily accessable)

D. Types of Microfiche

ID (information dissemination)
UN (unipac)
SC (learning center)
ED (ERIC document)
BIB (bibliography)
RD (Research & Development)
PIP (Programs in Progress)
PR (Project Research)

E. Odds and Ends

descriptors
Thesaurus
computer index files
search files
microform (any kind of microfilm)
microthin jacket (holds 16mm film in microfiche format)

LESSON I

CONCEPT: Glossary Terms

OBJECTIVES: With 100% accuracy, the EIC will identify glossary terms

INSTRUCTIONS: Do any two or more of the following activities. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the next page and then consult with your supervisor.

ACTIVITIES:

A. Read the introductory page in the following catalogues:
FIDO
PERI
RIE
CIJE
Education Index

B. Locate the following microfiche files:
ERIC microfiche
unipac microfiche
learning center microfiche
PIP microfiche
RD microfiche
BIB microfiche
ID microfiche

C. Find and learn how to operate the following machines:
microfiche reader
microfiche reader/printer
RemKard
microfiche reproduction equipment
camera
stuffer
photocopier
Mag Card

D. Learn the glossary terms on page 6.

E. Ask an EIC what the glossary terms on page 6 mean.

SELF TEST: Complete the following self test and check your answers. When completed consult with your office supervisor.

SELF TEST FOR LESSON I

A. What do the following abbreviations mean:

1. FIDO_____
2. PERI_____
3. RIE_____
4. CIJE_____
5. ERIC_____
6. MF_____
7. HC_____
8. PC_____
9. LC_____
10. AB_____

B. What machines would you use to make the following reproductions:

1. abstracts_____
2. hardcopy_____
3. ERIC microfiche reproduction_____
4. computer printout_____
5. original SMERC microfiche_____

ANSWERS TO SELF TEST FOR LESSON I

A. ABBREVIATIONS

1. Fugitive Information Data Organizer
2. Project Evaluation Research Information
3. Research in Education
4. Current Index to Journals in Education
5. Education Resources Information Center
6. microfiche
7. hardcopy
8. photocopy
9. learning center
10. abstract

B. REPRODUCTION MACHINES

1. RemKard or Reader/Printer
2. Reader/Printer
3. reproduction machines
4. Dialog Online Retrieval System
5. Camera and Stuffer

LESSON 2

CONCEPT: Transforming search request into descriptor terms

OBJECTIVE: Given a search statement the EIC will demonstrate his ability, to the satisfaction of the office supervisor, to transform the education problem into descriptor terms which will best apply to the search request.

INSTRUCTIONS: Do any two or more of the activities that follow in part I and part II. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the next page and then consult with your supervisor.

ACTIVITIES:

I. Do two or more of the following:

A. Read Thesaurus of ERIC Descriptors, "The Role and Function of the Thesaurus in Education," p. vii-xix and " Summary of Contents" p. xxi-xxii.

B. Find three sections in the Thesaurus:
1. Descriptors, p. 1-256
2. Rotated Descriptor Display, p. 259-300
3. Descriptor Group Display, p. 301-326

C. Listen to an EIC explain how to use the Thesaurus.

II. In performing any two or more of the following activities use this search statement: What language development programs are there for deaf children and trainable mentally retarded children at the elementary level?

A. Discuss with your supervisor which descriptor terms would be the most appropriate in doing this literature search.

B. Observe an EIC transforming this search statement into descriptor terms.

C. Using the Thesaurus of ERIC descriptors complete the following examples:
1. List 3 descriptors from the main heading LANGUAGE DEVELOPMENT (p. 124) which best apply to the search statement.
2. Write 2 descriptors from the main heading TRAINABLE HANDICAPPED (p. 243) which best apply to the search statement.
3. List 2 descriptors from the main heading DEAF (p. 56-57) which best apply to the search statement.
4. Write 3 descriptors from the main heading ELEMENTARY EDUCATION (p. 73) which best apply to the search statement.

D. Compare your choice of descriptors to a similar completed search located in the search file under the headings

LANGUAGE DEVELOPMENT or LANGUAGE PROGRAMS

E. Ask an EIC to help you locate the correct descriptors for this search request.

F. Listen to an EIC explain how to locate the correct descriptors for this search.

SELF TEST: Using the Thesaurus of ERIC Descriptors find and write the descriptors which best apply to the following search statements. When you have finished check your answers on the next page and discuss the results with your office supervisor.

A. I would like information on ways, means and procedures of evaluating secondary classroom teachers.

B. What are the effects of class size on the effectiveness of instruction at the K-8 level.

C. A School district wants to design a sequential language arts program for grades K-6 and would like to have available copies of programs already in operation.

ANSWERS TO SELF TEST FOR LESSON 2

A. Descriptors

teacher evaluation
teacher rating
evaluation
personnel evaluation

secondary school teachers
secondary schools
high schools

B. Descriptors

class size
classroom arrangement
small classes
student teacher ratio

effective teaching

elementary schools
grade 1,2,3,4,5,6,7,8
middle schools
kindergarten

C. Descriptors

language arts

sequential learning
sequential approach
sequential programs

elementary schools
elementary grades
elementary education
kindergarten
grade 1,2,3,4,5,6

LESSON 3

CONCEPT: Conducting a manual search

OBJECTIVE: Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of ERIC publications by selecting the 10 best documents which most closely fit a given search request.

INSTRUCTIONS: Do any two or more of the activities that follow in part I and part II. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the next page and then consult with your supervisor.

ACTIVITIES:

I. A. Read on a microfiche reader ERIC document ED 036 499 "How to Conduct a Search Through ERIC".

B. Read "How to Use ERIC" a publication of the U.S. Dept. of Health, Education, and Welfare, Office of Education.

C. Watch and Listen to the slide/film and tape presentation on "How to Use ERIC".

II. Apply any two or more activities to the following search request:

Search request: What language development programs are there for deaf children and trainable mentally retarded children at the elementary level?

A. Discuss with an EIC, the steps you should follow to do this search through the ERIC publications.

B. Observe an EIC conducting this search request manually.

C. Listen to an EIC give instructions on how to do this search.

D. Practice doing this search by yourself.

E. Using the descriptors you have chosen and the ERIC publications complete the following:

1. List 10 ERIC documents from RIE which best apply to the search statement (give the ED number only).

2. Write 5 journal articles from CIJE which best apply to the search statement (Give EJ number, name of journal, year and month, page number).

SELF TEST for LESSON 3

SELF TEST: Given the following search statement, complete the exercises below. When you have finished check your answers on the next page and discuss the results with your office supervisor.

Search Statement: I would like information on flexible scheduling at the K-12 level. How do you set one up and examples of programs already in action.

A. List 4 descriptors which would best apply to this request.

B. List 7 to 10 ERIC documents which would best apply to this request.

C. List 3 CIJE journals (give title of journal, month, year, and page number) which would best apply to this search.

ANSWERS TO SELF TEST FOR LESSON 3

A. Discriptors

flexible schedules
school schedules
flexible scheduling
schedule modules

B. ERIC documents

ED 037 809
ED 022 254
ED 026 733
ED 027 131
ED 021 131
ED 027 993
ED 036 376

C. CIJE journals

Clearinghouse	44;7 p.425-9
NASSP BULLETIN	53;339 p.62-72
Clearinghouse	43;7 p.392-95
	43;5 p.280-82

LESSON 4

CONCEPT: Conducting a Computer Search

OBJECTIVE: Through Computer techniques the EIC will demonstarte his knowledge, to the satisfaction of the office supervisor, of DIALOG On-Line Retrieval System by selecting the 10 best documents which most closely fit the given search request.

Instructions: Complete one or more of the following in group "A" and as many as possible in group "B".

ACTIVITIES:

A.

1. Read "Users Manual, ERIC/DIALOG On-Line Retrieval System".

2. Read "Terminal Users Reference Manual", published by Lockheed.

3. Listen to an EIC explain how to conduct a computer search.

4. Observe an EIC conducting a computer search on DIALOG.

5. Discuss with an EIC the steps in conducting a computer search on DIALOG.

6. Practice doing a computer search with the help of an EIC.

7. Learn and list the steps for the procedure for doing a computer search on DIALOG.

8. Practice on the computer the following commands:

   a. Expand this term: ELEMENTARY SCHOOLS and select these terms: ELEMENTARY SCHOOLS, ELEMENTARY EDUCATION, ELEMENTARY SCHOOL CURRICULUM and ELEMENTARY GRADES.
   b. Expand this term: CURRICULUM GUIDES and select these terms: CURRICULUM GUIDES, CURRICULUM DESIGN AND CURRICULUM DEVELOPMENT.
   c. Expand this term: READING and select these terms: READING, READING INSTRUCTION, and READING PROGRAMS.

B.

9. Practice on the computer the following commands:
   Combine all documents on READING and all documents on ELEMENTARY EDUCATION-Set 1.
   Combine all documents on CURRICULUM with set 1.-Set 2.
   Display the first 5 documents of Set 2.
   Print off-line the first 50 documents of Set 2.

10. Locate these terms on the computer by using the ID (Identifier), PS (Project Source) and AU (author) files:

    Bloom, Benjamin
    ESEA Title VI
    Rand Corporation
    San Mateo Union High School District
    L.A. County Schools
    Piaget, Jean

11. Choose from the enclosed computer search the 10 documents which most closely fit the below search request. Discuss your choices with your office supervisor.

    What resources are available for learning centers in an elementary school?

'DIALOG' INFORMATION RETRIEVAL SYSTEM
LOCKHEED INFORMATION SCIENCES LABORATORY, DEPT/52-50
3251 HANOVER STREET
PALO ALTO, CALIFORNIA 94304
TELEPHONE: (415) 493-4411 X45043

SEARCH TITLE	IMC
DATE/FILE	5-27-72/1
SEARCH BY	MITCHELL
REQUESTOR	MAHLKE
ADRESS	SM

TERMINAL 3 5-26-72

COMMAND USE	TIME	COMMAND USE	TIME	COMMAND USE	TIME	COMMAND USE	TIME
BEGIN 1	.09	IX-ADD 0	.00	IX-DISP 0	.00	EXPAND 8	1.14
SELECT 4	.25	COMBINE 1	.08	LIMIT 0	.00	KEEP 0	.00
DISPLAY 1	.06	SET-HIS 0	.00	TYPE 0	.00	PRINT 1	.03
END 1	.02	PAGE 3	.11	MESSAGE 0	.00	EXPOANI 0	.00
EXTRACT 0	.00	STAT 0	.00	PUNCH 0	.00	FILE 0	.00
INTERSC 0	.00	LMT-ALL 0	.00	ITEM 0	.00	ERROR 1	.02
STCH TIME	10.75	PRINT COUNT	21				

SET	ITEMS	DESCRIPTIONS	NO.	FILE	SET/A.N.	FMT	ITEM-RANGE
1	51C	IT=R1,R2,R5, IT=INSTRUCTIONAL MAT	1	1	4	5	1-21
2	1965	IT=E9,E10,E5 IT=ELEMENTARY					
3	247	IT=ELEMENTARY SCHOOL CURRICULUM					
4	21	1*(2+3)					
5	1	AU=ADLER, JACK D.					

PRINT 04/5/1-21

EJ036316 EM501316
INSTRUCTIONAL MEDIA CENTER SERVICES IN THE NONGRADED ELEMENTARY SCHOOL
GOTTARDI, LESLIE AUDIOVISUAL INSTRUCTION; 16; 4; 30-3 APR 71
/ *ELEMENTARY EDUCATION/ *INSTRUCTIONAL MATERIALS CENTERS/ *LIBRARY SERVICES/ *NONGRADED SYSTEM

EJ029686 VI502053
WHAT TEACHER EDUCATION CAN DO
GILBERT, HARLOD G. MAN/SOCIETY/TECHNOLOGY-A JOURNAL OF INDUSTRIAL ARTS EDUCATION; 30; 4; 111-112 JAN '71
/ *ELEMENTARY SCHOOL CURRICULUM/ ELEMENTARY SCHOOLS/ *INDUSTRIAL ARTS/ *PROGRAM DESCRIPTIONS/ RESEARCH NEEDS/ *RESOURCE CENTERS/ *TEACHER EDUCATION

EJ028081 EM501133
LEARNING CENTERS AND STATIONS: A DIFFERENT CONCEPT
DANIELS, PAUL R. AUDIOVISUAL INSTRUCTION; 15; 9; 29 NOV '70
/ *EDUCATIONAL STRATEGIES/ ELEMENTARY GRADES/ INSTRUCTIONAL MEDIA/ LEARNING ACTIVITIES/ *RESOURCE CENTERS
ESSAY DISCUSSING WHAT A LEARNING CENTER SHOULD BE AND BY WHAT PRINCIPLES IT SHOULD OPERATE. (LS)

EJ016553 EM500809
EDUCATIONAL MEDIA AND INDEPENDENT STUDY
LINCK, NORMAN AUDIOVISUAL INSTR; 15; 2; 36-7 70 FEB
/ ELEMENTARY EDUCATION/ EQUIPMENT UTILIZATION/ *INDEPENDENT STUDY/ *INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL MATERIALS CENTERS/ *INSTRUCTIONAL MEDIA/ *SCHOOL SURVEYS/SECONDARY EDUCATION
A REPORT ON A STUDY OF THE USE OF MEDIA IN INDEPENDENT STUDY PROGRAMS IN SCHOOLS THROUGHOUT THE NATION. (LS)

EJ016344 EM500816
THE MATZKE RESOURCE CENTER
KILLOUGH, KAY AUDIOVISUAL INSTR; 15; 2; 61 70 FEB
/ EDUCATIONAL FACILITIES/ ELEMENTARY EDUCATION/ *INDIVIDUALIZED PROGRAMS/ *RESOURCE CENTERS/ *SELF DIRECTED CLASSROOMS/ UNGRADED PROGRAMS
/MATZKE ELEMENTARY SCHOOL CYPRESS TEXAS
BRIEFLY DESCRIBED ARE THE OPERATIONS OF AN ELEMENTARY SCHOOL LEARNING CENTER WHERE STUDENTS COME AND GO AS THEY LIKE. "THE ONLY RULE IS THAT STUDENTS MUST HAVE AND FULFILL A PURPOSE WHILE IN THIS AREA. THUS, THE RESOURCE CENTER IS TOTALLY SUPPORTIVE OF THE NONGRADED INDIVIDUALIZED INSTRUCTIONAL PROGRAM." (AUTHOR/LS)

EJ015801 EM500773
IOWA MEDIA CENTERS
DOAK, DICK EDUC SCREEN AUDIOVISUAL GUIDE; 49; 2; 10-11 70 FEB
/ EDUCATIONAL FACILITIES/ EDUCATIONAL IMPROVEMENT/ ELEMENTARY EDUCATION/ *INSTRUCTIONAL MATERIALS CENTERS/ INSTRUCTIONAL MEDIA/ REGIONAL PROGRAMS/ SECONDARY EDUCATION
/ ELEMENTARY SECONDARY EDUCATION ACT TITLE II (1965)/ *IOWA SCHOOLS

EJ004 052 AA501605
HERE'S A SCHOOL THAT HAS EVERYTHING GRADE TEACHER; 86; 9; 90-96 69 MAY-JUNE
/ *AUDIOVISUAL AIDS/ EDUCATIONAL EQUIPMENT/ EDUCATIONAL RESOURCES/ ELEMENTARY SCHOOL CURRICULUM/ INDEPENDENT STUDY/ *LABORATORY SCHOOLS/ *MULTIMEDIA INSTRUCTION/ NONGRADED SYSTEM/ *RESOURCE CENTERS/ *SCHOOL INTEGRATION/ TEAM TEACHING
/EVANSTON/ FOSTER ELEMENTARY SCHOOL/ ILLINOIS

EJ000717 LI500005
AN OBJECTIVE MEASURE OF THE IMPACT OF A LIBRARY LEARNING CENTER
AINSWORTH, LEN SCH LIBR; 18; 2; 33-35 69 W
/ ELEMENTARY GRADES/ *INSTRUCTIONAL MATERIALS CENTERS/ *LIBRARY INSTRUCTION/ *LIBRARY SERVICES/ PROGRAM EFFECTIVENESS

ED049106 SO000869
EDUCATIONAL RESOURCES CENTER. FOURTH ANNUAL REPORT.
EDUCATIONAL RESOURCES CENTER, NEW DELHI (INDIA).
QPX62775
70
33P.
EDRS PRICE MF-$0.65 HC-$3.29
/ ANNOTATED BIBLIOGRAPHIES/ ANNUAL REPORTS/ *CROSS CULTURAL STUDIES/ ELEMENTARY GRADES/ *FOREIGN CULTURE/ INDIANS/ *INSTRUCTIONAL MATERIALS / *RESOURCE CNETERS/ *RESOURCE GUIDES/ SEMINARS/ SOCIAL STUDIES
/ *INDIA
THE WORK OF THE CENTER RANGES FROM THE DEVELOPING OF MATERIALS ABOUT INDIA FOR AMERICAN ELEMENTARY SCHOOLS TO THE ASSISTING OF FACULTY MEMBERS AND RESEARCH SCHOLARS FROM U.S. COLLEGES AND UNIVERSITIES. THIS FOURTH ANNUAL REPORT DESCRIBES THE ACTIVITIES OF THE 1969-70 FISCAL YEAR. REPORTED ARE THE SEMINARS AND WORKSHOPS CONDUCTED WITH AMERICAN EDUCATORS, VISITS OF AMERICANS TO THE CENTER, AND DESCRIPTIONS OF MATERIALS DEVELOPED FOR STUDY ABOUT ALL ASPECTS OF INDIA AND INDIAN CULTURE, INCLUDING FILMS, MULTIMEDIA INSTRUCTION PACKETS, CURRICULUM GUIDES, BIBLIOGRAPHIES, ETC. A PREVIEW OF ACTIVITIES FOR 1970-71 CONCLUDES THE REPORT. APPENDICES INCLUDE PARTICIPANT EVALUATIONS OF SEMINARS CONDUCTED DURING 1969-70. (JLB)

ED047521 EM008749
ELEMENTARY SCHOOL MEDIA PROGRAMS: AN APPROACH TO INDIVIDUALIZING INSTRUCTION.
GILSTRAP, DOROTHY BARCLAY, ED.
AMERICAN ASSOCIATION OF ELEMENTARY, KINDERGARTEN, AND NURSERY EDUCATORS, WASHINGTON, D. C.
FHK56700
70
32P.; A STUDY/ACTION PUBLICATION SERIES
PUBLICATIONS-SALES SECTION, NATIONAL EDUCATION ASSOCIATION, 1202 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20035 ($1.00)
DOCUMENT NOT AVAILABLE FROM EDRS.
/ AUDIOVISUAL AIDS/ AUDIOVISUAL CENTERS/ EDUCATIONAL PHILOSOPHY/ ELEMENTARY EDUCATION/ ELEMENTARY SCHOOLS/ *GUIDELINES/ INDIVIDUALIZED INSTRUCTION/ *INSTRUCTIONAL MATERIALS CENTERS/ INSTRUCTIONAL MEDIA/ INSTRUCTIONAL PROGRAMS/ MEDIA SPECIALISTS
/ STANDARDS FOR SCHOOL MEDIA PROGRAMS
THE PURPOSE OF THIS PUBLICATION IS TO INTRODUCE READERS TO THE MEDIA PROGRAM CONCEPT AND TO OFFER PRACTICAL ASSISTANCE TO THOSE INTERESTED IN ESTABLISHING OR EXPANDING MEDIA PROGRAMS; TYPICAL SERVICES OF MEDIA SPECIALISTS ARE ENUMERATED; A SAMPLING IS GIVEN OF REQUESTS FROM TEACHERS; AND GUIDELINES ARE SUGGESTED FOR IMPLEMENTING A MEDIA PROGRAM. EXAMPLES ARE GIVEN OF CURRENT INNOVATIVE SCHOOL PROGRAMS. REFERENCES FOR FURTHER STUDY AND ACTION ARE APPENDED. (MF)

ED045679 TE002192
FOLKLORE IN THE ELEMENTARY SCHOOLS.
NEBRASKA UNIVER., LINCOLN.
MAY 68
46P.
NEBRASKA CURRICULUM DEVELOPMENT CENTER, ANDREWS HALL, UNIVERSITY OF NEBRASKA, LINCOLN, NEBRASKA 68508 ($1.00). MAKE CHECKS PAYABLE TO UNIV. OF NEBRASKA
EDRS PRICE MF-$0.25 HC-$2.40
/ CHILDHOOD INTERESTS/ CHILD LANGUAGE/ CHILDREN/ *CHILDRENS GAMES/ COMMUNITY CHARACTERISTICS/ COMMUNITY STUDY/ COMPOSITION (LITERARY)/ ELEMENTARY EDUCATION/ FAMILY ENVIRONMENT/ *FOLK CULTURE/ *ORAL COMMUNICATION/ *RESEARCH PROJECTS/ RESEARCH SKILLS/ RESEARCH UTILIZATION/ RESOURCE CENTERS/ RESOURCE MATERIALS/ STUDENT TEACHER RELATIONSHIP/ *TEACHER EDUCATION
IN AN ATTEMPT TO EXPLORE THE LITTLE-KNOWN WORLD OF CHILDREN'S PLAY, AND TO OPEN UP CHANNELS OF COMMUNICATION AND UNDERSTANDING WITH CHILDREN, THE FOLLOWING ARE OFFERED TO TEACHERS AND TEACHERS-IN-TRAINING: (1) 11 TOPICS FOR READING, DISCUSSION, AND RESEARCH (WITH BIBLIOGRAPHICAL MATERIALS) ON THE PLAYLORE OF CHILDREN; (2) TECHNIQUES FOR STUDYING FOLKLORE OF THE NEIGHBORHOOD; (3) A GUIDE FOR COLLECTING AND ARCHIVING GAMES OF THE PLAYGROUND AND STREET, AND LORE OF THE HOME AND COMMUNITY; (4) EXAMPLES OF CHILDREN'S WRITING WHICH GREW OUT OF CLASSROOM TALK; AND (5) LISTINGS OF SOURCES AND RESOURCES FOR TEACHER RESEARCH AND STUDENT READING IN FOLKLORE. (MF)

ED039970 88 RC004365

ELEMENTARY INSTRUCTION, LEFLORE COUNTY SCHOOL DISTRICT, MISSISSIPPI. REPORTS OF CONSULTANTS AND ADVISORY SPECIALISTS UNDER PLANNING GRANT, TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

SOUTHALL, MACIE K.
LEFLORE COUNTY SCHOOL DISTRICT, GREENWOOD, MISS.

BBB00081
DPSC-67-4725-VOL-7
JAN 69
22P.
EDRS PRICE MF - $0.25 HC NOT AVAILABLE FROM EDRS.

/ CORE CURRICULUM/ *CURRICULUM DEVELOPMENT/ *DISADVANTAGED YOUTH/ *ELEMENTARY GRADES/ FIELD TRIPS/ FINE ARTS/ INDIVIDUALIZED INSTRUCTION /INSERVICE EDUCATION/ *INSTRUCTIONAL PROGRAMS/ KINDERGARTEN/ NURSERY SCHOOLS/ PARENT EDUCATION/ PROGRAM EVALUATION/ RESOURCE CENTERS/ *RURAL EDUCATION

/ *MISSISSIPPI

THE ELEMENTARY SCHOOL INSTRUCTIONAL PROGRAM FOR THE DISADVANTAGED CHILDREN IN LEFLORE COUNTY, MISSISSIPPI, WAS EXAMINED IN THE SUBJECT AREAS OF (1) READING; (2) SPEAKING, WRITING, AND SPELLING; (3) MATHEMATICS/ (4) SOCIAL STUDIES; (5) SCIENCE AND HEALTH; (6) ART; AND (7) MUSIC. SOME GENERAL RECOMMENDATIONS TO HELP MEET THESE RURAL CHILDREN'S NEEDS ARE GIVEN CONCERNING PARENT EDUCATION, NURSERY SCHOOLS AND PUBLIC KINDERGARTENS, CLASS SIZE, INSERVICE EDUCATION, LEARNING RESOURCE CENTERS, FIELD TRIPS, PHYSICAL FACILITIES, INDIVIDUALIZED INSTRUCTION, AND CURRICULUM DEVELOPMENT. THIS WORK WAS PREPARED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT..(AN)

ED033588 EM007510
PLAN FOR PROGRESS IN THE MEDIA CENTER.
IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES.
69
33P.
DEPARTMENT OF PUBLIC INSTRUCTION, PUBLICATIONS DIVISION, GRIMES STATE OFFICE BUILDING, DES MOINES, IOWA 50319 ($.40)
EDRS PRICE MF-$0.25 HC-$1.75
/ AUDIOVISUAL AIDS/ AUDIOVISUAL CENTERS/ *AUDIOVISUAL COORDINATORS/ AUDIOVISUAL INSTRUCTION/ EDUCATIONAL EQUIPMENT/ EDUCATIONAL FACILITIES / EDUCATIONAL RESOURCES/ *ELEMENTARY EDUCATION/ *FACILITY GUIDELINES/ FACILITY REQUIREMENTS/ INFORMATION CENTERS/ *INSTRUCTIONAL MATERIALS CENTERS/ INSTRUCTIONAL MEDIA/ LIBRARY FACILITIES/ *MEDIA SPECIALSITS/ RESOURCE CENTERS/ SCHOOL LIBRARIES/ SCHOOL PLANNING

THE OUTPOURING OF NEW INSTRUCTIONAL MATERIALS AND TECHNIQUES HAS RESULTED IN A DEMAND FOR INSTRUCTIONAL MATERIALS CENTERS AT THE ELEMENTARY SCHOOL LEVEL. THIS HANDBOOK HAS BEEN PUBLISHED TO ASSIST IN PLANNING AND DEVELOPING SUCH A FACILITY. THE MEDIA CENTER'S USEFULLNESS TO STUDENTS, TEACHERS, AND ADMINISTRATORS IS OUTLINED. THE QUALIFICATIONS AND JOB DESCRIPTIONS OF THE PROFESSIONAL STAFF ARE SET FORTH, ALONG WITH A LIST OF NECESSARY SUPPORTIVE STAFF. IT IS POINTED OUT THAT THE QUARTERS FOR A MEDIA CENTER SHOULD BE CENTRALLY LOCATED TO STUDENTS AND TEACHERS. GUIDELINES ARE LAID DOWN FOR THE ACQUISITION OF AN ADEQUATE SUPPLY OF BOOKS, MAGAZINES, AND OTHER MATERIALS NEEDED FOR BOTH STUDENT AND TEACHER USE; THE EQUIPMENT NECESSARY FOR THE DISPLAY AND USE OF THE MATERIALS IS LISTED. AN ANNUAL BUDGET IS PROPOSED TO PROVIDE SUFFICIENT FUNDS TO COVER THE COSTS OF MAINTENANCE. SINCE THERE WILL BE SOME MATERIAL THE TEACHER WILL WANT TO DEVELOP HIMSELF, EQUIPMENT NECESSARY FOR SUCH PRODUCTION IS SUGGESTED. STANDARD LIBRARY FURNISHINGS ARE SUGGESTED; SPECIFICATIONS (HEIGHT, WIDTH, DEPTH, ETC.) FOR VARIOUS ITEMS ARE NOTED. A 3-PHASE PROGRAM FOR EACH ASPECT OF THE CENTER'S DEVELOPMENT IS OUTLINED. A BIBLIOGRAPHY SUPPLEMENTS THE REPORT. (JY)

ED033465 24 EA002587
RESEARCH AND DEVELOPMENT CENTER IN EDUCATIONAL STIMULATION. FOURTH ANNUAL REPORT.
GEORGIA UNIV., ATHENS. RESEARCH ANT DEVELOPMENT CENTER IN EUDCATIONAL STIMULATION.
RMQ66004
R-15
BR-5-0250
30 JUN 69
DEC-6-10-061
91P.
EDRS PRICE MF-$0.50 HC-$4.65
/ANNUAL REPORTS/ COGNITIVE DEVELOPMENT/ *CURRICULUM DEVELOPMENT/ CURRICULUM RESEARCH / *DEVELOPMENTAL PSYCHOLOGY/ ELEMENTARY EDUCATION/ INFORMATION DISSEMINATION/ INFORMATION SYSTEMS/ INSTRUCTIONAL DESIGN/ *INSTRUCTIONAL MATERIALS CENTERS/ *LEARNING MOTIVATION/ LEARNING PROCESSES/ PRESCHOOL EDUCATION/ PROGRAM ADMINISTRATION/ PROGRAM EVALUATION/ *RESEARCH AND DEVELOPMENT CENTERS/ SEQUENTIAL LEARNING/ UNITS OF STUDY (SUBJECT FIELDS)

THIS FORTH ANNUAL REPORT COVERS THE ACTIVITIES OF THE RESEARCH AND DEVELOPMENT CENTER IN EDUCATIONAL STIMULATION DURING THE 1968-69 FISCAL YEAR. TO REFLECT THE CENTER'S NEW PROGRAMMATIC STRUCTURE, THE DESCRIPTION OF THE CENTER'S OBJECTIVES AND ACTIVITIES IS ORGANIZED AS FOLLOWS: (1) ADMINISTRATIVE PROGRAM; (2) SUBSTANTIVE PROGRAMS, INCLUDING ART, LANGUAGE ARTS AND VERBAL LEARNING, MATHEMATICS, MUSIC, PHYSICAL EDUCATION, SCIENCE, AND SOCIAL SCIENCE; (3) DEVELOPMENTAL PSYCHOLOGY PROGRAM; (4) EVALUATION PROGRAM; AND (5) TECHNICAL SUPPORT PROGRAM, INCLUDING STATISTICAL SERVICES, PUBLICATIONS, DISSEMINATION, AND FIELD CENTERS. IT IS ANTICIPATED THAT THIS NEW ORGANIZATIONAL STRUCTURE WILL INCREASE THE CENTER'S CAPABILITY TO ATTAIN ITS PRIMARY GOAL OF DEVELOPING A SYSTEM WHICH WILL PROVIDE EARLY AND CONTINUOUS EDUCATIONAL STIMULATION THROUGH STRUCTURED SEQUENTIAL LEARNING ACTIVITIES BEGINNING WITH CHILDREN AGED 3 YEARS. THE APPENDIX CONTAINS A 286-ITEM BIBLIOGRAPHY OF LITERATURE RELATED TO THE CENTER'S ACTIVITIES. (JH)

ED028850 RC002909

SUMMER PROGRAMS FOR MIGRANT CHILDREN. SPECIAL ISSUE, YOUR PUBLIC SCHOOLS, VOLUME 6, NUMBER 8.

BROWN, DOROTHEE, ED.; LICHTENBERG, ZITA, ED.

WASHINGTON OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA.

JUL 68

28P.

EDRS PRICE MF-$0.25 HC-$1.50

/ AMERICAN INDIANS/ BILINGUAL TEACHER AIDES/ COMMUNITY INVOLVEMENT/ COMPENSATORY EDUCATION/ *CULTURAL ENRICHMENT/ ELEMENTARY GRADES/ *ENGLISH (SECOND LANGUAGE)/ FAMILY SCHOOL RELATIONSHIP/ HEALTH EDUCATION/ INDIVIDUAL INSTRUCTION/ INSTRUCTIONAL MATERIALS CENTERS/ LANGUAGE DEVELOPMENT/ *MEXICAN AMERICANS/ *MIGRANT EDUCATION/ OUTDOOR EDUCATION/ READING/ *SUMMER PROGRAMS

/ *WASHINGTON

FEDERAL FUNDS ARE PROVIDED FOR OPERATION OF 21 SUMMER MIGRANT EDUCATION PROGRAMS IN WASHINGTON STATE FOR 2,300 PRESCHOOL AND ELEMENTARY-AGE, PREDOMINANTLY MEXICAN AMERICAN AND INDIAN CHILDREN OF MIGRANT FARM WORKERS. OTHER AGENCIES--PUBLIC AND PRIVATE--CONTRIBUTE FINANCIAL SUPPORT TO THE SUMMER EDUCATIONAL ACTIVITIES. IN MOST CASES THE PROGRAMS HAVE AN ADEQUATE SUPPLY OF TEACHERS, BILINGUAL TEACHER AIDES, AND COMMUNITY VOLUNTEER HELP. INDIVIDUAL ATTENTION IS EMPHASIZED IN TEACHING READING, LANGUAGE DEVELOPMENT, PHYSICAL AND HEALTH EDUCATION, AND ART AND MUSIC. WHEN NECESSARY, REMEDIAL WORK IS GIVEN TO THE CHILDREN; SOME PROGRAMMED INSTRUCTION IS USED. MANY OF THE PROGRAMS INCLUDE WEEKLY FIELD TRIPS TO BROADEN WORLD EXPERIENCES, OFTEN THROUGH OUTDOOR EDUCATION. THE HOME-SCHOOL RELATIONSHIP IS STRESSED AS AN IMPORTANT PHASE OF THE PROGRAMS. TWO CURRICULUM MATERIALS CENTERS ARE BEING DEVELOPED TO PROVIDE FOR IMPROVED SUPPORTIVE SERVICES TO SCHOOLS. (JAM)

ED020655 64 EM000222

THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION--A DEMONSTRATION OF A NATIONAL PROGRAM AGENCY FOR INSTRUCTIONAL TELEVISION, FINAL REPORT.

JORDAN, JAMES R.
INDIANA UNIV. FOUNDATION, BLOOMINGTON.

BR-5-0273
MAR 68
DEC-5-16-015
208P.
EDRS PRICE MF-$1.00 HC $8.40

/ ADMINISTRATIVE ORGANIZATION/ ART EDUCATION/ EDUCATIONAL FACILITIES / EDUCATIONAL PROGRAMS/ EDUCATIONAL TELEVISION/ ELEMENTARY EDUCATION/ ENROLLMENT TRENDS/ INFORMATION DISSEMINATION/ *INSTRUCTIONAL MATERIALS CENTERS/ *INSTRUCTIONAL TELEVISION/ LANGUAGE INSTRUCTION/ MATHEMATICS EDUCATION/ MUSIC EDUCATION/ *NATIONAL PROGRAMS/ PHYSICAL EDUCATION/ *PROGRAM EVALUATION/ SCIENCE EDUCATION/ SPECIAL LIBRARIES/ *TELEVISION RESEARCH

THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION WAS ESTABLISHED IN 1965 BY THE OFFICE OF EDUCATION AND THE INDIANA UNIVERSITY FOUNDATION AS A PERMANENT AGENCY TO PROVIDE QUALITY INSTRUCTIONAL TELEVISION MATERIALS AND COURSE DISTRIBUTION ON A NATIONAL SCALE. NCSCT MAKES MATERIALS AVAILABLE BY EVALUATION, ACQUISITION, REVISION, AND PRODUCTION, ENGAGES IN NATIONWIDE LIAISON WORK WITH TEACHERS, ADMINISTRATORS, AND ITV PERSONNEL, AND ACTS AS A CENTER OF INFORMATION ON INSTRUCTIONAL TELEVISION BY COLLECTING, ANALYZING, AND DISSEMINATING DATA. FINDINGS OF ITS TWO-YEAR DEMONSTRATION PROGRAM ARE--(1) THE EDUCATIONAL USE OF TELEVISION WILL EXPAND, CREATING GREATER NEED FOR EFFECTIVE MATERIALS, (2) FEW MATERIALS PRODUCED FOR LOCAL SCHEDULING ARE SUITABLE FOR WIDESPREAD USE, (3) A HIGH PERCENTAGE OF REUSE INDICATES THAT THE CENTER'S MATERIALS ARE SATISFACTORY, (4) ACCELERATED NCSCT ACTIVITY IS NEEDED MOST IN ELEMENTARY EDUCATION, (5) NCSCT'S MATERIALS, RESEARCH, AND DISSEMINATION WILL STIMULATE WISER USE OF TELEVISION, AND (6) PROFESSIONAL EDUCATIONAL ORGANIZATIONS AND SCHOOL SYSTEMS WILL COMMIT RESOURCES TO NCSCT'S EFFORTS. APPENDICES INCLUDE REPORTS CONCERNED WITH THE NATIONAL INSTRUCTIONAL TELEVISION LIBRARY, THE IV LESSON EVALUATION FORM, NCSCT SUBJECT AREA ASSESSMENTS, PRELIMINARY CONCLUSIONS, TABLES, AND A LIST OF AVAILABLE MATERIALS. (JO)

ED018465 UD004523
EDUCATION ACT PROJECT EVALUATION, PART I.
CINCINNATI PUBLIC SCHOOLS, OHIO. DEPT. OF INSTRUCTION.
JAN 67
135P.
EDRS PRICE MF-0.75 HC-$5.48
/ ADULT EDUCATION/ *COMPENSATORY EDUCATION PROGRAMS/ *DISADVANTAGED YOUTH/ ELEMENTARY GRADES/ ENRICHMENT PROGRAMS/ *FEDERAL PROGRAMS/ OBJECTIVES/ *PROGRAM EVALUATION/ RESOURCE CENTERS/ SCHOOL SERVICES/ SECONDARY GRADES/ SUMMER SCHOOLS/ TEST RESULTS
/ CINCINNATI/ ESEA TITLE 1/ OHIO
THIS REPORT CONTAINS EVALUATIONS OF 1965-66 ELEMENTARY AND SECONDARY EDUCATION TITLE I PROJECTS IN THE CINCINNATI PUBLIC SCHOOLS. THE PROJECTS EITHER OFFERED ENRICHMENT AND REMEDIATION AT THE ELEMENTARY, SECONDARY OR ADULT LEVEL OR ESTABLISHED SUMMER SCHOOLS OR EDUCATIONAL RESOURCE CENTERS. EACH EVALUATION CONTAINS A PROJECT NARRATIVE AND A DISCUSSION OF EVALUATION PROCEDURES AND RESULTS. THIS ARTICLE IS PUBLISHED IN "JOURNAL OF INSTRUCTIONAL RESEARCH AND PROGRAM DEVELOPMENT," VOLUME 2, NUMBER 2, JANUARY 1967. (DK)

ED016672 TE000292
THE WORKLOAD OF THE ELEMENTARY SCHOOL TEACHER.
ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH, URBANA.; NATIONAL COUNCIL OF TEACHERS OF ENGLISH, CHAMPAIGN, ILL.
FEB 68
7P.
EDRS PRICE MF-$0.25 HC-$0.36
/ CLASS SIZE/ ELEMENTARY EDUCATION/ ELEMENTARY SCHOOL LIBRARIES/ *ELEMENTARY SCHOOLS/ *ELEMENTARY SCHOOL TEACHERS/ *ENGLISH INSTRUCTION / *GUIDELINES/ INSERVICE TEACHER EDUCATION/ INSTRUCTIONAL MATERIALS CENTERS/ LANGUAGE ARTS/ NONINSTRUCTIONAL RESPONSIBILITY/ *TEACHING LOAD
/ NCTE
THE NCTE COMMITTEE ON WORKLOAD OF THE ELEMENTARY TEACHER BELIEVES THAT EFFECTIVE INSTRUCTION IN ENGLISH DEPENDS UPON THE EFFORTS OF THE ELEMENTARY TEACHER, BUT THAT THESE EFFORTS ARE OFTEN VITIATED BY CONDITIONS BEYOND THE TEACHER'S IMMEDIATE CONTROL. PRIMARY AMONG THESE CONDITIONS ARE CLASS SIZE, AVAILABILITY OF PLANNING TIME, NONINSTRUCTIONAL RESPONSIBILITIES, ACCESS TO INSTRUCTIONAL MATERIALS, AND OPPORTUNITY FOR CONTINUING PROFESSIONAL GROWTH. THEREFORE, IN THE INTEREST OF BETTER TEACHING OF ENGLISH IN THE ELEMENTARY SCHOOLS, THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH RECOMMENDS A RATIO OF 25 PUPILS PER TEACHER, PROVISIONS FOR DAILY PLANNING TIME, CLERKS TO AID TEACHERS, A LIBRARY AND AN INSTRUCTIONAL MATERIALS CENTER, AND THE CONSIDERATION OF INSERVICE TRAINING AS PART OF THE TEACHER'S WORKLOAD. (THIS ARTICLE APPEARED IN THE "ILLINOIS ENGLISH BULLETIN," FEBRUARY 1968.) (DL)

ED016556 RC002249

INTERMEDIATE SCHOOL DISTRICT, MIDDLE ECHELON OF A THREE-ECHELON STATE SYSTEM OF SCHOOLS.

EMERSON, WILLIAM J.
NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

APR 67
DOCUMENT NOT AVAILABLE FROM EDRS.

/ COOPERATIVE EDUCATION/ COOPERATIVE PROGRAMS/ COUNTY SCHOOL SYSTEMS / DATA PROCESSING/ ELEMENTARY EDUCATION/ EVALUATION/ INSTRUCTION/ INSTRUCTIONAL MATERIALS CENTERS/ *INTERMEDIATE ADMINISTRATIVE UNITS/ RESEARCH/ SCHOOL DISTRICTS/ *SCHOOL REDISTRICTING/ SECONDARY EDUCATION / SPECIAL EDUCATION/ SPECIALISTS/ SPECIAL SERVICES/ *STATE SCHOOL DISTRICT RELATIONSHIP/ VOCATIONAL EDUCATION

/*INTERMEDIATE ADMINISTRATIVE UNIT

THE 83 INTERMEDIATE SCHOOL DISTRICTS IN MICHIGAN HAVE BEEN RECONFIGURATED AND NOW INCLUDE ONLY 60. INTERMEDIATE DISTRICTS ARE THE MIDDLE ECHELON OF A STATE SYSTEM OF SCHOOLS MADE UP OF A STATE EDUCATION OFFICE, NUMEROUS LOCAL SCHOOL DISTRICTS, AND LESS NUMEROUS INTERMEDIATE DISTRICTS. THESE INTERMEDIATE UNITS ARE SERVING THE OPERATION OF MODERN SCHOOLS WHICH REQUIRE SPECIALIZATION AND A HIGH DEGREE OF COMPETENCE WITHIN SPECIALTIES. OTHER CONTRIBUTIONS BEING PROVIDED BY THE INTERMEDIATE UNITS INCLUDE--(1) FLEXIBILITY AND LOCAL ADAPTATION, (2) EASIER IMPLEMENTATION OF STATEWIDE OBJECTIVES, AND (3) AN AMELIORATION OF THE STATE PROBLEM OF ADMINISTRATIVE SPAN. THIS ARTICLE APPEARS IN "JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT", VOL. 1, NO. 1, SPRING 1967. (ES)

ED016211 AL000902

FINAL EVALUATION OF THE 1967 SUMMER EXPERIMENTAL PROGRAM OF THE HAWAII CURRICULUM CENTER.

DROWNELL, JOHN ; AND OTHERS

HAWAII CURRICULUM CENTER, HONOLULU.; HAWAII STATE DEPT. OF EDUCATION, HONOLULU.; HAWAII UNIV., HONOLULU.

NOV 67

DOCUMENT NOT AVAILABLE FROM EDRS.

/ COURSE EVALUATION/ CULTURAL EDUCATION/ CURRICULUM EVALUATION/ *CURRICULUM PLANNING/ ELEMENTARY GRADES/ ENGLISH/ FLES/ GRAMMAR/ INSTRUCTIONAL MATERIALS/ *INSTRUCTIONAL MATERIALS CENTERS/ JAPANESE/ LANGUAGE ARTS/ PILOT PROJECTS/ *PROGRAM PLANNING/ SECONDARY GRADES/ *SUMMER PROGRAMS/ TESTING/ TRANSFORMATION GENERATIVE GRAMMAR / HAWAII/ HONOLULU

A SUMMER PROGRAM FOR TESTING AND EVALUATION MATERIALS DEVELOPED AT THE HAWAII CURRICULUM CENTER WAS CARRIED OUT IN JUNE AND JULY, 1967, AT THE UNIVERSITY LABORATORY SCHOOL IN HONOLULU. THE PRIMARY GRADES LANGUAGE CLASS, USING FIRST-YEAR LANGUAGE MATERIALS WHICH STRESSED AURAL-ORAL SKILLS, READING, AND WRITING, ALSO TRIED OUT NEW METHODS IN CLASSROOM ORGANIZATION. THESE PROVIDED FOR A SMALL NUMBER OF CHILDREN BEING TAUGHT THE USE OF SPECIAL LANGUAGE ARTS MATERIALS BY AN ADULT. THE CLASS WAS SELF-PACED. THE TRANSFORMATIONAL GRAMMAR CLASS OF 10TH-, 11TH,- AND 12TH-GRADE STUDENTS, ALREADY FAMILIAR WITH SET THEORY IN NEW MATH, BEGAN WITH AN ANALYSIS OF THE LOGICAL PROPERTIES OF ALL NATURAL LANGUAGES, STUDIED SEVERAL LOGICALLY-BASED ENGLISH GRAMMARS, AND WROTE THEIR OWN GRAMMARS OF ENGLISH. THE INVESTIGATIONS IN LANGUAGE CLASS OF 8TH-, 9TH-, AND 10TH-GRADERS STUDIED ENGLISH STRUCTURE FROM THE POINT OF VIEW OF BOTH STRUCTURAL AND GENERATIVE GRAMMARIANS. THE INTENSIVE BEGINNING JAPANESE COURSE PRESENTED LANGUAGE MATERIALS IN AN AUDIO-LINGUAL APPROACH, AS WELL AS AN INTRODUCTION TO JAPANESE CULTURAL PATTERNS. A BRIEF DESCRIPTION OF THESE AND OTHER CLASSES IN THE PROGRAM IS PRESENTED IN THIS REPORT, PUBLISHED BY THE HAWAII CURRICULUM CENTER, 1625 WIST PLACE, HONOLULU, HAWAII 96822. (AMM)

ED001398
CAN YOU MAKE A PICTURE TO SUGGEST, A MANUAL OF IDEAS AND MATERIALS FOR A CONTEMPORARY CLASSROOM MATH RESEARCH CENTER.
BUCKS COUNTY SCHOOL STUDY COUNCIL
BUCKS COUNTY PUBLIC SCHOOLS, DOYLESTOWN, PA.
61
56P.
EDRS PRICE MF-$0.18 HC-$2.32
/ *ELEMENTARY EDUCATION/ *MATERIAL DEVELOPMENT/ *MATHEMATICS INSTRUCTION/ RESOURCE CENTERS/ *TEACHING GUIDES/ *TEACHING TECHNIQUES/ WORKSHOPS
/ DOYLESTOWN/ NUMA/ NUMO/ PENNSYLVANIA
A MATH RESEARCH CENTER MAY BE SET UP IN A CORNER OF A ROOM, PERFERABLY WITH A CHALK BOARD. CHILDREN ARE ABLE TO CREATE MANY OF THE GAMES, CHARTS AND STORIES TO BE USED IN SUCH A CENTER. THE CENTER MAY BE SUPPLEMENTED WITH BOOKS, GAMES, BLOCKS, POPPIT BEADS, COUNTERS, CHECKERS, AND NUMBER LINE CHARTS. ATTENTION IS GIVEN TO A WIDE VARIETY OF METHODS, MATERIALS AND IDEAS INTENDED TO MAKE MATHEMATICS MORE MEANINGFUL TO THE STUDENT. DIFFERENT TYPES OF NUMBER LINES MAY BE USED IN ALL GRADES. IN ONE EXAMPLE THE CHILDREN ARE GIVEN TAGS NUMBERING FROM 0 TO 10. FIVE ARE ASKED TO STEP FORWARD. THE CHILDREN ARE ASKED HOW MANY MORE ARE NEEDED TO MAKE SIX (ONE STEPS FORWARD) AND SO FORTH. POPPIT JEWELRY WHICH CAN MAKE MANY DIFFERENT COMBINATIONS OF COLORS MAY ALSO BE USED. PLAYING CHECKERS OR THE USE OF CHECKERS AND A BOARD MAY SERVE THE SAME PURPOSE. "NUMO" AND "NUMA" ARE SMALL ANIMATED CHARACTERS (LIKE JIMINY CRICKET) INVENTED BY A FIRST GRADE TEACHER TO HELP THE CHILDREN LEARN NUMBERS. THEY ARE PLACED ON A NUMBER LINE INTERSPERSED WITH LETTERS THAT SPELL "NUMO". THE CHILDREN ARE ASKED HOW MANY JUMPS ARE NEEDED TO MAKE THE SEQUENCE SPELL HIS NAME. ANOTHER EXAMPLE OF TECHNIQUES PRESENTED IS THE USE OF HAND PUPPETS TO ASK CHILDREN NUMBER QUESTIONS.

SELF-TEST for LESSON 4

INSTRUCTIONS: Complete the following exercises and check your answers on the next page.

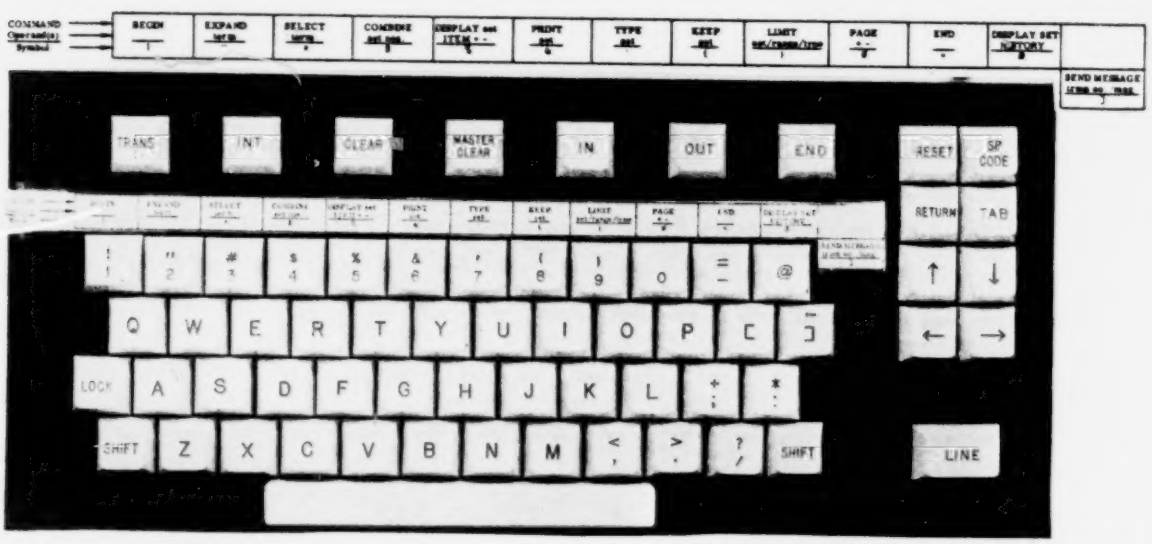
EXERCISES:

1. Arrange the following computer commands in the correct order for doing a search on DIALOG and give a sentence explanation of what is performed by each command:

1. PRINT	1.	_____
2. DISPLAY	2.	_____
3. EXPAND	3.	_____
4. COMBINE	4.	_____
5. SELECT	5.	_____

2. Using the given illustration, choose and write the symbols for performing the following procedures on DIALOG:

Enlargement of



a. Limit Set 3 to major descriptors only.
b. Combine Sets 3 or 4 or 7 or 8 or 9.
c. Limit Set 2 to documents in 1970-71 only.
d. Send a message saying "Hello" to Lockheed.
e. Turn a page to see the rest of the descriptors.
f. End your search and bypass evaluation.
g. Begin your search.
h. Type ED numbers of Set 6, the first 5 documents only.
i. Display your set history.
j. Print Set 8, abstracts included, the fourth document only.
k. Combine sets 5 or 6 without any of set 7.
l. Combine sets 1 through four (1 or 2 or 3 or 4).

ANSWERS TO SELF-TEST for LESSON 4

1.

1. Expand - causes a display of descriptors that are alphabetically close to an entered term.

2. Select - Enters a term into user's search descriptor's list and assigns an identifying set number for use in subsequent commands.

3. Combine - Causes the generation of a new set corresponding to the operation specified (+, *, or -).

4. Display - Causes the selected information on one particular document to be shown on the television console.

5. Print - Causes the selected information to be printed at the computer site.

2.

a. (3/MAJ

b. $(3+4+5+7)*(8+9)

c.)2/31065-57257

d.]1/HELLO

e. 0

f. =B

g. !

h. '6/1-5

i. @

j. &8/5/4

k. $(5+6)-7

l. $1-4/+

LESSON 5

CONCEPT: Using fugitive information catalogs

OBJECTIVES: Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of fugitive information catalogs by selecting the 10 best documents which most closely fit a given search statement.

INSTRUCTIONS: Complete three or more of the following activities. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the following page and then consult with your office supervisor.

ACTIVITIES:

A. Read the Education Resources Center "What is an Information Center".

B. Discuss with an EIC the following fugitive information catalogs: FIDO, PERI, UNIPAC and LEARNING CENTER.

C. Observe an EIC using fugitive information catalogs for a literature search.

D. Listen to an EIC explain how to use fugitive information catalogs.

E. Locate the author, institution, and subject indexes in the following catalogs: FIDO and PERI.

SELF TEST: Given the following search statements, complete the exercises below. When you have finished check your answers on the next page and discuss the results with your office supervisor.

Search Statement: Would like curriculum guides and resource materials on drug abuse for K-8 level.

A. Using FIDO and PERI fugitive information catalogs, list 7 to 10 documents which best apply to this request.

Search Statement: Would like a few sample documents of behavioral objectives in the area of language arts for K-8 level.

A. Using UNIPAC and LEARNING CENTER catalogs, list 7 to 10 documents which would best apply to this request.

ANSWERS TO SELF TEST FOR LESSON 5

A.

FIDO Documents	PERI Documents
ID 000 872	
ID 000 875	none
ID 000 880	
ID 001 023	
ID 001 024	
ID 001 025	
ID 001 208	
ID 001 299	
ID 001 493	

A.

UNIPAC Catalog	LEARNING CENTER Catalog
UN 001 629	SC 000 232
UN 001 899	SC 000 300
UN 000 894	SC 000 389
UN 001 965	SC 000 423
UN 003 031	SC 000 184
UN 002 886	SC 000 018

POST-TEST

Purpose: The following test is given to measure how much you have learned about methods and techniques in doing literature searches in an information center.

Instructions: Enclosed please find two separate search requests to be completed. Please read the instructions at the top of each request. When you have finished each search, discuss the results with your office supervisor.

COMPLETE THIS SEARCH THROUGH MANUAL TECHNIQUES:

SEARCH #1

SEARCH REQUEST FORM

San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name Dr. Grant Canyon, Principal

Affiliation Acacia School

Address 500 Acacia Street

Acacia, CA 94704
(City) (State) (Zip)

Date 6/30/72

Date Needed within 2 weeks

Phone 222-2222

For ERC Use Only
CROSS AGE TEACHING

Concise Statement of Problem: would like examples of other school programs using 5th through 8th graders to tutor younger children in the classroom.

How Material is to be Used (to assist in search): for inservice training

Age/Grade Restrictions: Elementary

Subject Area Restrictions: All

Time Span Restrictions: After 19 68

Interest Level - Check One or More Boxes

- ☐ Preschool
- ☐ Kindergarten
- ☐ Primary
- ☒ Elementary
- ☐ Junior High
- ☐ Secondary

Source of Search:
- ☐ ERIC
- ☐ Periodicals
- ☐ All Sources

- ☐ Research
- ☒ Concepts - (Theories, Trends, Ideas, Conference Papers)
- ☒ Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
- ☐ Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
- ☒ Projects - (Programs, Grants, Program Descriptions)

DESCRIPTORS	ERIC (ED)	FIDO (ID)	CIJE SOURCE

EVALUATION:

Completed Not Completed Why

Hard Copy Prints: No. Photocopies: No. Microfiche: No.

COMPLETE THIS SEARCH BY USING THE DIALOG ONLINE RETRIEVAL SYSTEM: SEARCH #2

SEARCH REQUEST FORM

San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name Mr. Bill Mulholland, Principal

Affiliation Red Bluff High School

Address 1555 Douglas Fur Road

Red Bluff, CA 96080
(City) (State) (Zip)

Date 6/30/72

Date Needed 7/6/72

Phone 916-333-3456

For ERC Use Only
PERFORMANCE CONTRACTS

Concise Statement of Problem: wants information on contract learning and models - also problems associated with this concept. All subjects except foreign language.

How Material is to be Used (to assist in search): would like to implement this concept into their present curriculum.

Age/Grade Restrictions: Secondary

Subject Area Restrictions: All Except For. Lang.

Time Span Restrictions: After 1969

Interest Level - Check One or More Boxes

- ☐ Preschool
- ☐ Kindergarten
- ☐ Primary
- ☐ Elementary
- ☐ Junior High
- ☒ Secondary

Source of Search:
- ☐ ERIC
- ☐ Periodicals
- ☐ All Sources

- ☐ Research
- ☒ Concepts - (Theories, Trends, Ideas, Conference Papers)
- ☒ Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
- ☐ Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
- ☒ Projects - (Programs, Grants, Program Descriptions)

DESCRIPTORS	ERIC (ED)	FIDO (ID)	CIJE SOURCE

EVALUATION:

Completed Not Completed Why

Hard Copy Prints: No. Photocopies: No. Microfiche: No.

YOUR REACTIONS TO THIS UNIPAC

Please complete the following form and discuss it with an EIC or office supervisor. Your opinions and comments would really be appreciated so please be honest with your reactions.

1. Do you like the UNIPAC method of learning? YES_____ NO_____
2. Did you find this UNIPAC interesting? YES_____ NO_____
3. What did you like best about this UNIPAC?

4. What did you like least about this UNIPAC?

5. How could this UNIPAC be improved?

6. How would you rate this UNIPAC? Circle one.

   EXCELLENT GOOD AVERAGE FAIR POOR

7. Other comments.....

THIS SECTION FOR TEACHER USE

or

OFFICE SUPERVISOR

DOING A LITERATURE SEARCH IN AN INFORMATION CENTER

Major Idea:

There are ways of doing a literature search in an information center.

Component Ideas:

1. Glossary terms
2. Transforming search request into descriptor terms
3. Conducting a manual search
4. Conducting a computer search
5. Using fugitive information catalogues

Objectives:

1. With 100% accuracy the EIC will identify glossary terms.
2. Given a search request the EIC will demonstrate his ability, to the satisfaction of the office supervisor, to transform the education problem into descriptor terms which best apply to the search request.
3. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of ERIC publications by selecting the 10 best documents which most closely fit the given search request.
4. Through computer techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of the Dialog Online Retrieval System by selecting the 10 best documents from the resulting computer printout which most closely fit the given search request.
5. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of fugitive information catalogues by selecting the 10 best documents which most closely fit the given search request.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach

This UNIPAC consists of practice activities to teach an EIC the different methods of doing a literature search in an information center.

II. Identification of Learners

This UNIPAC is geared to adults who are intending to become Education Information Consultants.

III. A. Equipment Needed:
- microfiche reader
- microfiche reader/printer
- Remkard machine.
- Dialog Online Retrieval Computer
- slide/tape record player

B. Materials Needed:
- ERIC catalogs
  - RIE
  - CIJE
- FIDO catalogs
- PERI catalogs
- UNIPAC catalog
- LEARNING CENTER catalog
- Education Index

C. Facilities Needed: San Mateo County Education Resources Center

IV. TEST KEYS

A. Pre-Test

(7) AU	1. Fugitive Information Data Organizer
(5) SMERC	2. abstract
(9) ERC	3. Thesaurus
(10) MF	4. ERIC document
(12) ERIC	5. San Mateo County Education Resources Center
(8) RIE	6. Dialog Online Retrieval System
(11) CIJE	7. author
(1) FIDO	8. Research in Education
(13) EJ	9. Education Resources Center
(4) ED	10. microfiche
(2) AB	11. Current Index to Journals in Education
(6) computer	12. Educational Resources Information Center
(3) descriptors	13. education journal

B. (1) language teaching

(2) english instruction
reading instruction
speech instruction
audiolingual methods

(3) humanities instruction

(4) english education
FLES
language development
second language learning
language programs

C. ED 040 625
ED 037 145
ED 031 692
ED 033 630
ED 040 616
ED 038 077
ED 037 149
ED 033 336
ED 039 524
ED 034 447

D. EJ 011 840
EJ 012 232
EJ 012 239
EJ 012 287
EJ 012 386
ED 012 392
ED 012 393
ED 012 394
ED 012 407
ED 012 408

E.

FIDO	PERI	Education Index
ID 001 531		El. Engl. 48:993-7 D' 71
ID 001 537	none	Instructor 81:32-4 D' 71
ID 001 599		English J. 61:100-3 Ja. '72
ID 001 680		Grade Teacher 89:60-1 D' 71
ID 001 703		Instructor 81:16-17 D' 71

F. 1. PRINT: causes the selected information to be printed at the computer site
2. DISPLAY: causes the selected information on one particular document to be shown on TV console
3. EXPAND: causes a display of descriptors that are alphabetically close to an entered term
4. COMBINE: causes the generation of a new set corresponding to the operation specified (+, *, or -).
5. SELECT: enters a term into user's search descriptors list and assigns an identifying set number for use in subsequent commands

II. Part 2

1. language development

   deaf
   deaf children
   deaf education
   deaf research

   educable mentally handicapped

2. ED 043 185
   ED 035 988
   ED 039 677
   ED 054 550
   ED 046 170
   ED 056 424
   ED 056 537
   ED 056 444

3. Computer printout enclosed - page 44

4. none

5. To be discussed with the office supervisor

SPECIAL NOTE: It must be understood that the answers to both pre and post tests are correct only up to 6/72. These answers should be updated periodically.

Pre-Test
Answer to Part II, Question 3

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**********************************************************************
*                                                                    *
*                                                                    *
*                                                                    *
*     'DIALOG' INFORMATION RETRIEVAL SYSTEM                          *
*     LOCKHEED INFORMATION SCIENCES LABORATORY, DEPT/52-50           *
*     3251 HANOVER STREET                                            *
*     PALO ALTO, CALIFORNIA    94304                                 *
*               TELEPHONE:   (415) 493-4411  X45034                  *
*                                                                    *
*                                                                    *
**********************************************************************
```

SEARCH TITLE	LANGUAGE DEVELOPMENT
DATE/FILE	6-20-72/1
SEARCHER	MITCHELL
REQUESTOR	UMLAUF
ADDRESS	SM

TERMINAL 3 6-20-72

COMMAND	USE	TIME	COMMAND	USE	TIME	COMMAND	USE	TIME	COMMAND	USE	TIME
BEGIN	1	.08	IX-ADD	0	.00	IX-DEL	0	.00	IX-DISP	0	.00
EXPAND	6	.36	SELECT	4	.34	COMBINE	1	.01	LIMIT	1	.04
KEEP	0	.00	DISPLAY	0	.00	SET-HIS	1	.02	TYPE	0	.00
PRINT	1	.02	END	1	.01	PAGE	0	.00	MESSAGE	0	.00
EXPLAIN	0	.00	EXTRACT	0	.00	STAT	0	.00	PUNCH	0	.00
FILE	0	.00	INTERSC	0	.00	LMT-ALL	0	.00	ITEM	0	.00
ERROR	1	.03	EXEC TIME		1.00	SRCH TIME		12.11	PRINT COUNT		45

SET	ITEMS	DESCRIPTION
1	1724	IT=Ri,R5,R6,R16 IT=LANGUAGE DEV
2	282	IT=LANGUAGE ABILITY
3	338	IT=E6,E8,E9,E11 IT=DEAF
4	811	IT=R1,R5, IT=EDUCABLE MENTALLY HA
5	96	(1+2)*(3+4)
6	45	5/MAJ

EJ048897 EC040809
MUST A FAILURE REMAIN A FAILURE?
MATTHEWS, ELIZABETH S. VOLTA REVIEW; 74; 1; 55-9 JAN 72
/ ACADEMIC ACHIEVEMENT/ *AURALLY HANDICAPPED/ *DEAF/ EDUCATIONAL PROGRAMS/ *EXCEPTIONAL CHILD EDUCATION/ LANGUAGE DEVELOPMENT/ *LANGUAGE INSTRUCTION/ *ORAL COMMUNICATION
DESCRIBED IS THE SPECIAL LANGUAGE INSTRUCTION PROGRAM FOR THREE ADOLESCENT BOYS WHO ARE PROFOUNDLY DEAF AND WHO HAVE AN EDUCATIONAL BACKGROUND OF FAILURE. (CB)

EJ047334 EC040535
TRAINABLE PUPILS LEARN TO TEACH EACH OTHER
BROWN, LOU; AND OTHERS TEACHING EXCEPTIONAL CHILDREN; 4; 1; 18-24 F 71
/ *EXCEPTIONAL CHILD EDUCATION/ MENTALLY HANDICAPPED/ *TEACHING METHODS/ *TRAINABLE MENTALLY HANDICAPPED/ *VOCABULARY DEVELOPMENT/ *WORD RECOGNITION
THE EDUCATIONAL PROJECT DESCRIBED REVEALS THAT TRAINABLE MENTALLY HANDICAPPED CHILDREN, RANGING IN AGE FROM 11 TO 14 YEARS, CAN LEARN TO RECOGNIZE WORDS AND THEN TEACH THE WORDS TO OTHER CHILDREN IN THEIR CLASS. (CB)

EJ042488 EC032956
INCREASING DESCRIPTIVE LANGUAGE SKILLS IN EMR STUDENTS
HENDERSON, LORRAINE J. MENTAL RETARDATION; 9; 3; 13-6 JUN 71
/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD RESEARCH/ *LANGUAGE ABILITY/ MENTALLY HANDICAPPED/ *SENSORY EXPERIENCE

EJ 042213 RE502983
THE IMPACT OF TECHNOLOGY IN A SCHOOL FOR THE DEAF
MURPHY, HARRY J. HEARING AND SPEECH NEWS; 39;4; 20-22 JUL-AUG 71
/TECHNOLOGY/ FILM PRODUCTION/ INSTITUTIONAL ENVIRONMENT/ *JUNIOR HIGH SCHOOL STUDENTS/ *LANGUAGE DEVELOPMENT/ PHOTOGRAPHS/ *PRESCHOOL CHILDREN/ TEACHING MACHINES

EJ035017 EC031834
VISUAL LANGUAGE
BELL, JANICE W. VOLTA REVIEW; 73; 3; 157-60 MAR 71
/ *ART/ *AURALLY HANDICAPPED/ DEAF/ *EXCEPTIONAL CHILD EDUCATION/ *LANGUAGE DEVELOPMENT

EJ033162 RC500478
A SUMMER SPEECH AND LANGUAGE CAMP FOR THE DEAF
OLSON, JACK JOURNAL OF OUTDOOR EDUCATION; 5; 2; 8-10 W '71
/ *ADOLESCENTS/ *DEAF EDUCATION/ *EXPRESSIVE LANGUAGE/ *LEARNING DEVELOPMENT/ LEISURE TIME/ NATURAL RESOURCES/ OUTDOOR EDUCATION/ *RESIDENT CAMP PROGRAMS
/ MONTANA

EJ026873 EC030215
THE EFFECTIVENESS OF A GROUP LANGUAGE WITH TRAINABLE MENTALLY RETARDED CHILDREN
BLUE, C. MILTON EDUC TRAINING MENT RETARDED; 5; 3; 109-12 OCT '70
/ *EXCEPTIONAL CHILD RESEARCH/ LANGUAGE ABILITY/ *LANGUAGE DEVELOPMENT/ MENTALLY HANDICAPPED/ *TRAINABLE MENTALLY HANDICAPPED

EJ026872 EC030214
THE SIGNIFICANCE OF GRAMMAR IN TEACHING ARITHMETIC TO EDUCABLE RETARDED CHILDREN
HARGIS, CHARLES H.; AHLERSMEYER, DONALD E. EDUC TRAINING MENT RETARDED; 5; 3; 104-8 OCT '70
/ *ARITHMETIC/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD EDUCATION/ GRAMMAR/ LANGUAGE ABILITY/ LEARNING DIFFICULTIES/ MENTALLY HANDICAPPED

EJ023474 RE501729
SPOKEN LANGUAGE ABILITIES OF EDUCABLE MENTALLY RETARDED (EMR) AND NORMAL ADOLESCENTS
WILLIS, VIRGINIA L.; GARRISON, MORTIMER, JR. PSYCHOL REP; 26; 3; 696-98 JUN '70
/ *ADOLESCENTS/ AGE/ *AVERAGE STUDENTS/ COMMUNICATION SKILLS/ *COMPARATIVE ANALYSIS/ COMPOSITION SKILLS (LITERARY)/ *EDUCABLE MENTALLY HANDICAPPED/ INTELLIGENCE FACTORS/ *LANGUAGE ABILITY/ VOCABULARY

EJ019237 RE501355
IMPLICIT AND EXPLICIT GRAMMATICAL FACTORS AND READING ACHIEVEMENT IN THE DEAF
ODOM, PENELOPE B.; BLANTON, RICHARD L. J READING BEHAV; 2; 1; 47-55 70 W
/ *CORRELATION/ *DEAF/ *GRAMMAR/ LANGUAGE ABILITY/ LANGUAGE DEVELOPMENT/ LANGUAGE PATTERNS/ MEASUREMENT INSTRUMENTS/ READING ABILITY/ *READING ACHIEVEMENT/ *READING RESEARCH

EJ018709 RE501398
ORAL LANGUAGE DEVELOPMENT IN THE PRESCHOOL DEAF CHILD: A TWO-WAY COMMUNICATION PROCESS
ROWE, LINDA JO; RICE, ROBIN CLAREMONT COLL READING CONF 32ND YEARBOOK; 247-54
/ *DEAF CHILDREN/ FINGER SPELLING/ *LANGUAGE DEVELOPMENT/ *LIPREADING/ ORAL COMMUNICATION/ PARENT PARTICIPATION/ *PRESCHOOL CHILDREN/ RECEPTIVE LANGUAGE/ SOCIAL INTEGRATION/ *VISUAL DISCRIMINATION

EJ010530 RE500715
LOOK AND LISTEN
LOWE, ARMIN HEARING SPEECH NEWS; 37; 4; 12-13 69 JUL-AUG
/ APPLIED READING/ COMPREHENSION DEVELOPMENT/ *DEAF EDUCATION/ *HOME INSTRUCTION/ *LIPREADING/ ORAL COMMUNICATION/ *PRESCHOOL EDUCATION/ *READING/ SPEECH EDUCATION/ VOCABULARY DEVELOPMENT
DESCRIBES A METHOD USED TO TEACH LIPREADING TO DEAF CHILDREN IN GERMANY. THE PRESENTATION OF A PRINTED WORD ON A FLASHCARD WITH ITS SPOKEN CONTERPART PRODUCED DRAMATIC IMPROVEMENTS IN LIPREADING, SPEECH, AND READING DEVELOPMENT. (MB)

EJ007983 AA503177
EXPANDING CONCEPTS IN MENTAL RETARDATION AND CULTURAL DEPRIVATION
MIRTZ, MORVIN A. NCEA BULL; 66; 1; 94097 69AUG
/ *CULTURAL DISADVANTAGEMENT/ EARLY CHILDHOOD EDUCATION/ *EDUCABLE MENTALLY HANDICAPPED/ ENVIRONMENTAL INFLUENCES/ *INTELLECTUAL DEVELOPMENT/ LANGUAGE DEVELOPMENT/ *MENTAL RETARDATION/ SLUMS/ *SPECIAL EDUCATION/ TEACHER EDUCATION/ TEACHER ROLE
PRESENTED AT THE 66TH ANNUAL CONVENTION OF THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION, DETROIT, MICHIGAN, APRIL 7-10, 1969.

ED056537 FL002297

AN EVALUATION OF THE COMPARISON OF HEARING AND DEAF SUBJECTS TO INVESTIGATE THE LANGUAGE-THOUGHT ISSUE.

SPENCE, CAROL M.

MAY 71

90P.

EDRS PRICE MF-$0.65 HC-$3.29

/ *COGNITIVE PROCESSES/ DEAF EDUCATION/ *DEAF RESEARCH/ DIALECTS/ *ENGLISH/ EXPRESSIVE LANGUAGE/ FINGER SPELLING/ *LANGUAGE DEVELOPMENT/ LANGUAGE SKILLS/ LINGUISTIC COMPETENCE/ LIPREADING/ MUTUAL INTELLIGIBILITY/ RECEPTIVE LANGUAGE/ *SIGN LANGUAGE/ STRUCTURAL ANALYSIS/ SYNTAX/ THOUGHT PROCESSES/ VERBAL ABILITY/ VERBAL COMMUNICATION

SOME INSIGHT INTO THE RELATIONSHIP BETWEEN LANGUAGE AND THOUGHT CAN BE ACHIEVED THROUGH A COMPARISON BETWEEN AMERICAN SIGN LANGUAGE AND ENGLISH. THIS PAPER DISCUSSES SEVERAL STUDIES ON THIS TOPIC AND DEFINES SOME OF THE PROBLEMS. THE AUTHOR FEELS THAT THE DEAF USING AMERICAN SIGN LANGUAGE CANNOT BE CONSIDERED LINGUISTICALLY DEFICIENT. A STRUCTURAL ANALYSIS OF SIGN LANGUAGE REVEALS PHONETIC, SYNTACTIC, AND SEMANTIC FEATURES IN A RICH, COMPLEX STRUCTURE. THE AUTHOR PRESENTS AN EVALUATION OF COMPETENCE IN EXPRESSIVE AND RECEPTIVE ENGLISH. THERE IS AN ANALYSIS OF AMERICAN SIGN LANGUAGE AND A DISCUSSION ON ACQUISITION AND THE EFFECTS OF AN EARLY USE OF SIGN LANGUAGE. THE AUTHOR SUMMARIZES STUDIES COMPARING HEARING AND DEAF SUBJECTS ON NONVERBAL COGNITIVE TASKS AND CRITICIZES A LANGUAGE DEFICIENCY EXPERIMENT. A LIST OF REFERENCES IN INCLUDED. (VM)

ED056444 40 EC040485
SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: THE ILLINOIS PROGRAM-EXPERIMENTAL EDITION. FINAL REPORT.
CHALFONT, JAMES C.; and OTHERS
ILLINOIS UNIV. URBANA. INST. OF RESEARCH FOR EXCEPTIONAL CHILDREN.
RMQ66004
BR-7-1025
AUG 70
DEG-0-8-001025-1777(032)
72P.
EDRS PRICE MF-$0.65 HC-$3.29
/ CUSTODIAL MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD RESEARCH/ *LANGUAGE DEVELOPMENT/ *MENTALLY HANDICAPPED/ *MONGOLISM/ *PROGRAM EVALUATION/ TRAINABLE MENTALLY HANDICAPPED

THE STUDY SOUGHT TO DEVELOP AN INTEGRATED TRAINING PROGRAM FOR CHILDREN WITH MONGOLISM BASED ON THEIR OBSERVED ASSETS AND DEFICITS. THE PROGRAM'S THREE MAJOR CURRICULAR EMPHASES WERE SELF CARE SKILLS, LANGUAGE DEVELOPMENT, AND MOTOR DEVELOPMENT NEEDED IN RECREATIONAL ACTIVITIES. THE TEACHING TECHNIQUES INCLUDED TASK ANALYSIS, BEHAVIOR MODIFICATION, SYSTEMATIC LANGUAGE INSTRUCTION, AND ERRORLESS LEARNING. FIELD TESTING OF THE SYSTEMATIC LANGUAGE INSTRUCTION, AREA OF CURRICULUM WAS CONDUCTED IN NINE CLASSES FOR CUSTODIAL AND TRAINABLE MENTALLY HANDICAPPED CHILDREN IN THREE STATES. FOUR TEACHERS RECEIVED EXTENSIVE TRAINING AND SUPERVISION; FOUR OTHER TEACHERS RECEIVED MINIMAL SUPERVISION; AND ONE TEACHER WAS SUPERVISED BY LONG-DISTANCE CONTACTS. AS A CONTROL, FOUR CONTRAST TEACHERS USED DIFFERENT CURRICULA. RESEARCH FINDINGS WERE THAT TEACHERS NOT PREVIOUSLY EXPOSED TO SYSTEMATIC LANGUAGE INSTRUCTION COULD, WITH SUPERVISION, EFFECTIVELY USE IT, AND THAT RETARDED CHILDREN TAUGHT BY THE SYSTEMATIC LANGUAGE INSTRUCTION ACHIEVED BETTER ON A SET OF LANGUAGE CONCEPTS THAN DID CHILDREN EXPOSED TO A DIFFERENT METHOD. THE STUDY WAS CONCLUDED WITH THE RECOMMENDATION THAT A NUMBER OF DEMONSTRATION CENTERS BE DEVELOPED. (FOR RELATED PROGRAMED INSTRUCTION GUIDELINES, SEE EC 040 486, 040 539-41.) (CB)

ED056424 40 EC040370

DEVELOPMENT AND EVALUATION OF PROGRAMMED INSTRUCTION IN THE TEACHING OF VERBS TO DEAF CHILDREN IN THE PRIMARY GRADES. FINAL REPORT.

GRIGONIS, DOROTHEA F.; AND OTHERS

ATLANTA SPEECH SCHOOL, INC., GA.

RMQ66004

BR-5-0394

MAR 70

DEG-32-20-7170-5006

136P.

EDRS PRICE MF $0.65 HC-$6.58

/ *AURALLY HANDICAPPED/ *DEAF/ EDUCATIONAL PROGRAMS/ *EXCEPTIONAL CHILD RESEARCH/ *LANGUAGE DEVELOPMENT/ PRIMARY GRADES/ PROGRAM DESCRIPTIONS/ *PROGRAMMED INSTRUCTION/ PROGRAM EVALUATION/ SENTENCE STRUCTURE/ VOCABULARY DEVELOPMENT

THE PROJECT PURPOSE WAS TO DEVELOP AND FIELD TEST A PROGRAM OF INSTRUCTION FOR YOUNG DEAF CHILDREN WHICH COULD BE USED IN EXISTING CLASSROOMS. THE MAIN PROGRAM CONTAINED TWO AREAS OF INSTRUCTION IN WRITTEN LANGUAGE: VERB VOCABULARY AT A HIGH LEVEL OF GENERALIZATION AND SENTENCE STRUCTURE. THE PROGRAM MATERIALS WERE FIELD TESTED WITH 78 CHILDREN IN THE PREPARATORY LEVELS OF THREE SCHOOLS. THE ONLY CRITERION FOR ADMISSION TO THE SAMPLE WAS A SIMPLE TEST OF MINIMUM WORD RECOGNITION ABILITY. SUBJECTS RANGED FROM 5 TO 10 YEARS OF AGE, AND FROM THREE AND ONE-HALF TO 10 1/2 YEARS ON PSYCHOMETRIC SCORES. THREE VALIDATION CRITERIA, ONE FINAL PERFORMANCE CRITERION AND TWO MEASURES OF GAIN, WERE APPLIED IN 28 INSTANCES TO THE PRETEST AND POSTTEST DATA FROM THE SAMPLE GROUPS. THE CRITERIA WERE MET IN 21 INSTANCES. OF THE 78 CHILDREN, 77% ACHIEVED MASTERY IN VERB VOCABULARY, AND 83% IN SENTENCES. EACH OF THE SAMPLE GROUPS EVIDENCED STATISTICALLY SIGNIFICANT LEARNING IN ALL AREAS OF INSTRUCTION. THE MEAN TIME REQUIRED FOR THE PROGRAM WAS 4.7 HOURS. IT WAS CONCLUDED THAT THE PROGRAM REPRESENTED A VERY EFFECTIVE, AS WELL AS AN EFFICIENT, METHOD OF TEACHING WRITTEN LANGUAGE TO YOUNG DEAF CHILDREN. (AUTHOR)

ED054550 EC033026

SHOWING PROGRESS: A SYSTEMATIC EVALUATION OF OREGON'S PROGRAM FOR THE TRAINABLE RETARDED.

MCGEE, JERRY; AND OTHERS
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH.

71
55P.
EDRS PRICE MF-$0.65 HC-$3.29

/ *EXCEPTIONAL CHILD RESEARCH/ *LANGUAGE DEVELOPMENT/ MENTALLY HANDICAPPED/ *MOTOR DEVELOPMENT/ *PROGRAM EVALUATION/ SELF CARE SKILLS / *TRAINABLE MENTALLY HANDICAPPED / OREGON

AN EVALUATION WAS CONDUCTED ON THE EFFECTIVENESS OF CLASSROOM SERVICES AUTHORIZED BY 1969 OREGON LEGISLATION AND PROVIDED TO TRAINABLE MENTALLY RETARDED (TMR) CHILDREN BETWEEN 4 AND 21 YEARS OF AGE. DURING THE 1969-70 SCHOOL YEAR, SERVICES WERE PROVIDED TO 483 TMR CHILDREN IN 15 DIFFERENT PROJECTS ADMINISTERED BY THE MENTAL HEALTH DIVISION AND 14 AGENCIES CONTRACTED BY THE DIVISION. CHANGE EVIDENCED BY TMR STUDENTS IN THE AREAS OF SELF HELP SKILLS, LANGUAGE DEVELOPMENT, AND MOTOR DEVELOPMENT WAS MEASURED BY GUNZBERG'S PROGRESS ASSESSMENT CHART, PARSONS LANGUAGE SAMPLE, AND TEACHING RESEARCH MOTOR DEVELOPMENT SCALE, RESPECTIVELY. SCALES WERE USED TO EVALUATE STUDENTS (368 WERE BOTH PRE- AND POSTTESTED) IN ALL 15 PROJECTS IN OCTOBER 1969 AND AGIAN IN APRIL 1970. THIRTY-FIVE TABLES AND GRAPHS REPORT THE T-TEXT VALUES OBTAINED FOR THE TMR POPULATION IN EACH OF THE THREE MEASURES AND IN EACH OF THE SUBTESTS OF EACH MEASURE, T-TEST VALUES DETERMINED BY SCHOOL FOR EACH MEASURE AND SUBTEST, AND T-TEST VALUES BY AGE LEVEL FOR EACH MEASURE AND SUBTEST. BASED UPON COMPARISON OF PRE- AND POSTTEST SCORES, IT WAS CONCLUDED THAT TMR CHILDREN ALONG THE ENTIRE AGE SPAN OF 4 TO 21 YEARS COULD AND DID LEARN FROM WELL ORGANIZED, STRUCTURED PROGRAMS, IN SPITE OF THE VARIABLES UNIQUE TO EACH PROGRAM. (KW)

ED046171 40 EC031255
THE INFLUENCE OF TYPEWRITING ON SELECTED LANGUAGE ARTS SKILLS AND MOTOR DEVELOPMENT OF THE EDUCABLE MENTALLY HANDICAPPED, VOLUME II. FINAL REPROT.
GLADIS, SISTER MARY PAULETTE
NORTH DAKOTA UNIV., GRAND FORKS.
BBB00581
BR-44-2199
AUG 70
DEG-0-70-1220(607)
134P.
EDRS PRICE MF-$0.65 HC-$6.58
/ ACADEMIC ACHIEVEMENT/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD RESEARCH/ *LANGUAGE ARTS/ LANGUAGE INSTRUCTION/ MENTALLY HANDICAPPED/ *MOTOR DEVELOPMENT/ READING SKILLS/ SPELLING/ *TYPEWRITING/ VOCABULARY DEVELOPMENT

THE SECOND OF TWO VOLUMES, THE DOCUMENT CONTAINS THE APPENDIXES TO A STUDY WHICH INVESTIGATED THE INFLUENCE OF TYPEWRITING ON SELECTED LANGUAGE ARTS SKILLS AND MOTOR DEVELOPMENT OF EDUCABLE MENTALLY RETARDED STUDENTS. THE ACADEMIC ACHIEVEMENT OF SUCH STUDENTS IN READING, VOCABULARY, SPELLING, AND IN MOTOR SKILL DEVELOPMENT, AFTER COMPLETING LANGUAGE ARTS PROGRAMED EXERCISES ON ELECTRIC TYPEWRITERS INSTEAD OF BY HAND WITH PEN OR PENCIL, IS RECORDED IN VOLUME I (SEE EC 031 254). THE APPENDIXES CONTAIN MATERIAL ON SUCH TOPICS AS PROGRESS REPORTS, PARTICIPATING SCHOOLS, CHARACTERISTICS OF SUBJECTS, TYPEWRITING MATERIALS, PROGRESS RECORD FORMS, EVALUATION AND CASE STUDY FORMS, TYPEWRITING TESTS, RAW DATA, CASE STUDIES, AND TEACHERS' EVALUATIONS. (KW)

ED046170 40 EC031254

THE INFLUENCE OF TYPEWRITING ON SELECTED LANGUAGE ARTS SKILLS AND MOTOR DEVELOPMENT OF THE EDUCABLE MENTALLY HANDICAPPED, VOLUME I. FINAL REPORT.

GLADIS, SISTER MARY PAULETTE
NORTH DAKOTA UNIV., GRAND FORKS.

BBB00581
BR-44-2199
AUG 70
DEG-0-70-1220(607)
152P.; DOCTORAL DISSERTATION, UNIVERSITY OF NORTH DAKOTA
EDRS PRICE MF-$0.65 HC-$6.58

/ACADEMIC ACHIEVEMENT/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCPETIONAL CHILD RESEARCH/ *LANGUAGE ARTS/ LANGUAGE INSTRUCTION/ MENTALLY HANDICAPPED/ *MOTOR DEVELOPMENT/ READING SKILLS/ SPELLING/ *TYPEWRITING/ VOCABULARY DEVELOPMENT

TO DETERMINE THE INFLUENCE OF TYPEWRITING ON SELECTED LANGUAGE ARTS SKILLS AND MOTOR DEVELOPMENT OF THE EDUCABLE MENTALLY RETARDED (EMR), THE STUDY INVESTIGATED THE ACADEMIC ACHIEVEMENT OF SUCH STUDENTS IN READING, VOCABULARY, SPELLING, AND IN MOTOR SKILL DEVELOPMENT RESULTING FORM THE USE OF THE TYPEWRITER AND SPECIALLY PREPARED TYPEWRITING MATERIALS. CONTROL AND EXPERIMENTAL GROUPS CONSISTED OF 30 EMR STUDENTS EACH. FOR 8 WEEKS STUDENTS WERE TAUGHT TOUCH TYPEWRITING, THEN FOR 20 WEEKS RECEIVED INSTRUCTION IN LANGUAGE ARTS SKILLS IN ADDITION TO REGULAR READING LESSONS. THE EXPERIMENTAL GROUP COMPLETED THE PROGRAMED EXERCISES ON ELECTRIC TYPEWRITERS, WHILE THE CONTROL GROUP COMPLETED THEM BY WRITING WITH PENCIL OR PEN. PRE- AND POSTTESTS WERE ADMINISTERED. ADJUSTED MEAN SCORES OF THE EXPERIMENTAL GROUP WERE HIGHER IN READING, SPELLING, AND IN 10 OF THE 14 MOTOR DEVELOPMENT SUBTESTS (IN TWO OF WHICH STATISTICAL SIGNIFICANCE WAS ATTAINED). NO SIGNIFICANT DIFFERENCES IN VOCABULARY PERFORMANCE WERE NOTED. POSITIVE ATTITUDES TOWARD TYPEWRITING WERE OBSERVED TO BE STRONG. APPENDIXES ARE CONTAINED IN VOLUME II (EC 031 255). (KW)

ED044838 40 EC007002
IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED, SESSION I: PEABODY LANGUAGE DEVELOPMENT KITS, LEVEL #1 AND LEVEL #2.
MEYEN, EDWARD L.; AND OTHERS
IOWA UNIV., IOWA CITY. SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER.
BBB00581
BR-6-2883
.68.
17P.
EDRS PRICE MF-$0.65 HC-$3.29
/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD EDUCATION/ INSTRUCTIONAL MATERIALS/ LANGUAGE DEVELOPMENT/ *LANGUAGE INSTRUCTION/ *LANGUAGE PROGRAMS/ PROGRAM DISCRIPTIONS/ *PROGRAM EVALUATION
/ PEABODY LANGUAGE DEVELOPMENT KITS
TO ASSIST TEACHERS AND ADMINISTRATORS IN THE SELECTION OF MATERIALS, THE PEABODY LANGUAGE DEVELOPMENT KITS (PLDK), LEVELS 1 AND 2, ARE REVIEWED AND EVALUATED. THE PLDK CONTAIN 180 DAILY LESSONS, TEACHING MANUAL, AND MATERIALS FOR AN INTENSIVE LANGUAGE TRAINING PROGRAM FOR MENTALLY RETARDED AND CULTURALLY DEPRIVED CHILDREN. LEVEL 1 CAN BE USED IN PRIMARY EDUCABLE RETARDED SPECIAL CLASSES, AND LEVEL 2 IN INTERMEDIATE AGE CLASSES. PURPOSE, MATERIAL, LESSONS, ACTIVITIES, ADVANTAGES, AND LIMITATIONS OF THE PLDK ARE DESCRIBED, AND RELATED RESEARCH REVIEWED. (KW)

ED043185 EC030238
EFFECTIVENESS OF THE PEABODY LANGUAGE DEVELOPMENT KITS WITH EDUCABLE MENTALLY RETARDED CHILDREN: A REPORT AFTER TWO AND ONE-HALF YEARS. IMRID PAPERS AND REPORTS, VOLUME V, NO. 15.
DUNN, LLOYD M.; AND OTHERS
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN. INST. ON MENTAL RETARDATION AND INTELLECTUAL DEVELOPMENT.
BBB00456
68
37P.
EDRS PRICE MF-$0.65 HC-$3.29
/ACADEMIC ACHIEVEMENT/ CULTURALLY DISADVANTAGED/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD RESEARCH/ *INSTRUCTIONAL MATERIALS/ INTELLECTUAL DEVELOPMENT/ *LANGUAGE DEVELOPMENT/ LANGUAGE INSTRUCTION/ *MATERIAL DEVELOPMENT
/PEABODY LANGUAGE DEVELOPMENT KITS
TO DETERMINE THE EFFECTIVENESS OF THE PEABODY LANGUAGE DEVELOPMENT KITS OVER AN EXTENDED PERIOD (2.5 YEARS) WITH EDUCABLE MENTALLY RETARDED (EMR) CHILDREN, DAILY ORAL LANGUAGE STIMULATION LESSONS USING LEVELS ONE AND TWO OF THE KIT WERE GIVEN TO 27 CLASSES FOR THE EMR IN SCHOOLS WITH CULTURALLY DISADVANTAGED POPULATIONS. RESULTS SHOWED THE EFFECTIVENESS OF PEABODY LANGUAGE DEVELOPMENT KIT (PLDK) LESSONS TO BE SIGNIFICANT IN AREAS OF LANGAUGE AND COGNITIVE GROWTH, BUT NEGLIGIBLE IN SCHOOL ACHIEVEMENT. THE GREATER EFFECT INDICATED BY LEVEL ONE OF PLDK WAS DISCOUNTED DUE TO UNEQUAL TREATMENT; NO DIFFERENTIATION IN PERFORMANCE WAS SEEN AMONG THE SEXES, WITH AN EXCEPTION IN THE AREA OF MATHEMATICS. PARALLEL CHARACTERISTICS IN RESEARCH FINDINGS AMONG NON-RETARDED DISADVANTAGED WERE NOTED. (RD)

ED039684 EC005716
A LANGUAGE ANALYSIS OF THE WRITING OF DEAF CHILDREN. FINAL REPORT.
TAYLOR, LOUISE TODD
FLORIDA STATE UNIV., TALLAHASSEE DEPT. OF ENGLISH.
BBB00581
BR-19-2057
AUG 69
OEG-4-9-192057-0009-032
202P.
EDRS PRICE MF-$0.65 HC-$9.87
/ *AURALLY HANDICAPPED/ CHILD LANGUAGE/ COMPOSITION SKILLS (LITERARY)/ DEAF/ *EXCEPTIONAL CHILD RESEARCH/ *GENERATIVE GRAMMAR/ *LANGUAGE DEVELOPMENT/ LANGUAGE PATTERNS/ LANGUAGE USAGE/ SENTENCE STRUCTURE/ SYNTAX/ TRANSFORMATION GENERATIVE GRAMMAR/ *WRITTEN LANGUAGE

SAMPLES OF WRITTEN LANGUAGE WERE COLLECTED FROM 140 CONGENITALLY DEAF CHILDREN AT GRADE LEVELS 3,5,7, AND 9. THE SAMPLES WERE THEN SUBJECTED TO ERROR, QUANTITATIVE, AND TRANSFORMATIONAL ANALYSIS. FINDINGS SUGGESTED A RELATIONSHIP BETWEEN THE ORDER IN WHICH THE DEAF CHILD ACQUIRES THE RULES OF HIS LANGUAGE AND THE ORDERING OF RULES IN A THEORETICAL DESCRIPTION OF THE GENERATIVE PROCESS, WITH RULES OCCURRING EARLY IN THE GENERATIVE PROCESS GENERALLY BEING ACQUIRED EARLIER THAN RULES OCCURRIUG LATER. FURTHERMORE, THE ORDER IN WHICH THE DEAF CHILD ACQUIRED RULES SEEMED SIMILAR TO THAT OBSERVED IN MUCH YOUNGER HEARING CHILDREN. IN THE EARLY STAGES OF LANGUAGE DEVELOPMENT BOTH HEARING AND DEAF CHILDREN REDUCED THE FREQUENCY OF ERRORS IN THEIR WRITING MORE QUICKLY THAN IN LATER STAGES. OTHER FINDINGS SUGGESTED THAT, ALTHOUGH THE LEVELS OF PERFORMANCE OF DEAF AND HEARING DIFFERED MARKEDLY, DIFFERENCES IN RATE OF DEVELOPMENT WERE NOT GREAT. (AUTHOR/JO)

ED039677 EC005707
LANGUAGE DEVELOPMENT: EDUCABLE MENTALLY HANDICAPPED.
ABBOTT, MARGARET; AND OTHERS
GRAND FORKS PUBLIC SCHOOLS, N. DAK.; NORTH DAKOTA STATE DEPT. OF PUBLIC INSTRUCTION, BISMARK.
BBB00077
.69.
85P.
EDRS PRICE MF-$0.65 HC-$3.29
/ AUDIOVISUAL AIDS/ EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD EDUCATION/ GRAMMAR/ *INSTRUCTIONAL MATERIALS/ *LANGUAGE DEVELOPMENT/ *MENTALLY HANDICAPPED/ MORPHOLOGY (LANGUAGES)/ SPECIAL PROGRAMS/ *TEACHER AIDES

WITH THE HELP OF A CONSULTANT AND THE SPECIAL TEACHERS, A TEACHER AIDE PROVIDED LANGUAGE DEVELOPMENT WORK IN PRIMARY AND INTERMEDIATE CLASSES FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN SPEECH ACTIVITIES AND LANGUAGE DEVELOPMENT KIT WERE PLANNED. THE AIDE'S ROLE DIFFERED IN DIFFERENT CLASSES, BUT AS THE YEAR PROGRESSED SHE WORKED MORE WITH SPECIFIC LANGUAGE HANDICAPPED CHILDREN. OVER THREE-FOURTHS OF THE DOCUMENT CONSISTS OF THE KIT MATERIALS DEVELOPED IN THE AREAS OF PLURALS AND SINGULARS, VERBS, NAMES, AND COMPARISONS AND ANALOGIES. (JD)

ED039651# EC004253
THE WHAT? WHEN? AND HOW? OF TEACHING LANGUAGE TO DEAF CHILDREN - PRESCHOOL AND PRIMARY GRADES.
HOGAN, SISTER JAMES LORENE
FONTBONNE COLL., ST. LOUIS, MO.
68
100P.
FONTBONNE COLLEGE, WYDOWN AND BIG BEND BLVDS., ST. LOUIS, MISSOURI
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *AURALLY HANDICAPPED/ COMMUNICATION SKILLS/ *CURRICULUM GUIDES/ DEAF/ *EXCEPTIONAL CHILD EDUCATION/ LANGUAGE ARTS/ *LANGUAGE DEVELOPMENT/ LEARNING ACTIVITIES/ *PRESCHOOL CHILDREN/ TEACHING METHODS
THREE LEVELS OF WORK IN LANGUAGE DEVELOPMENT FOR PRESCHOOL AND PRIMARY AGE DEAF CHILDREN ARE PRESENTED, ALONG WITH SUGGESTED DAILY SCHEDULES AND YEARLY PROGRAMS. SKILLS COVERED ARE SPEECH, LIPREADING, AUDITORY TRAINING, AND LANGUAGE. INSTRUCTIONS ARE GIVEN FOR TEACHING ACTIVITIES IN THE AREAS OF THE VARIOUS PARTS OF SPEECH AND TYPES OF SENTENCES. ADDITIONAL ACTIVITIES INCLUDE CALENDAR WORK, NEWS AND EXPERIENCE STORIES, SPECIAL EXPRESSIVE WORK, GAMES AND OCCUPATIONS, VOCABULARY DEVELOPMENT, AND BEGINNING COMPOSTION. (GD)

ED038785 EC005291
CURRICULUM GUIDE FOR TRAINABLE MENTALLY RETARDED.
PAINTSVILLE BOARD OF EDUCATION, KY.
BBB00077; BBB02540
68
77P.
EDRS PRICE MF-$0.65 HC-$3.29
/ *CURRICULUM GUIDES/ *EXCEPTIONAL CHILD EDUCATION/ HANDICRAFTS/ LANGUAGE DEVELOPMENT/ *MENTALLY HANDICAPPED/ MUSIC EDUCATION/ PHYSICAL EDUCATION/ SELF CARE SKILLS/ SOCIAL ADJUSTMENT/ *TRAINABLE MENTALLY HANDICAPPED/ VOCATIONAL EDUCATION
/ KENTUCKY
THE CURRICULUM GUIDE IS INTRODUCED BY A HISTORY AND IDENTIFICATION INFORMATION FOR THE TRAINABLE MENTALLY HANDICAPPED. EACH AREA OF INSTRUCTION PRESENTS THE IMPORTANCE OF THE UNIT, OBJECTIVES, AN OUTLINE OF CONTENT, SOURCES OF INFORMATION, EVALUATION TECHNIQUES, AND THE WORK-STUDY SKILLS INTEGRATED INTO THE UNIT. AREAS INCLUDED ARE ADJUSTMENT, MUSIC, ARTS, AND CRAFTS, AND PHYSICAL EDUCATION. FUTURE PLANS FOR GUIDANCE AND COUNSELING, SPEECH AND HEARING PROGRAMS, A SHELTERED WORKSHOP, AND PRESCHOOL PROGRAMS ARE BRIEFLY DISCUSSED. APPENDIXES SUGGEST FIELD TRIPS AND PRESENT A PROGRESS REPORT AND BIBLIOGRAPHY. (JM)

ED036919# EC004877
SPEECH DELAY: ITS TREATMENT BY SPEECH PLAY.
CRAFT, MICHAEL
69
102P.
WILLIAMS AND WILKINS COMPANY, 428 EAST PRESTON STREET, BALTIMORE, MARYLAND 21202 ($5.50)
DOCUMENT NOT AVAILABLE FROM EDRS.
/ AURALLY HANDICAPPED/ DEAF/ EMOTIONALLY DISTURBED/ *EXCEPTIONAL CHILD EDUCATION/ *HANDICAPPED CHILDREN/ *LANGUAGE DEVELOPMENT/ MENTALLY HANDICAPPED/ MINIMALLY BRAIN INJURED/ MONGOLISM/ MULTIPLY HANDICAPPED/ *PARENT PARTICIPATION/ PHYSICALLY HANDICAPPED/ PROFESSIONAL PERSONNEL/ *RETARDED SPEECH DEVELOPMENT/ SELF CARE SKILLS / SPECIAL SCHOOLS/ SPEECH THERAPY/ STUTTERING/ TEACHING METHODS/ TWINS
DIRECTED TO PARENTS, THE TEXT DISCUSSES NORMAL AND DELAYED SPEECH DEVELOPMENT AND CONSIDERS THE COUSES OF DELAY. SUGGESTIONS ARE GIVEN FOR HELPING DEAF, EMOTIONALLY DISTURBED, BRAIN DAMAGED, AND PHYSICALLY HANDICAPPED CHILDREN. ADDITIONAL SUGGESTIONS ARE PROVIDED FOR PARENTS OF TWINS, OF STUTTERERS, AND OF MONGOLOID OR MULTIPLY HANDICAPPED CHILDREN. DIRECTIONS ARE GIVEN FOR TEACHING THE RIGHT WORDS AND FOR HANDLING DIFFICULT ONES. SPEECH PLAY AT SCHOOL AND SPECIAL, SELF CARE, SPEECH SITUATIONS ARE DESCRIBED; THE ART OF CONVERSATION AND THE PARENTS' RELATIONSHIP WITH PROFESSIONALS ARE DISCUSSED. APPENDIXES LIST A SUGGESTED FIRST 50-WORD VOCABULARY, SPEECH EXERCISES, AND MATERIALS AND EQUIPMENT. (JD)

ED035998 EC004268
THE INFLUENCE OF FINGERSPELLING ON THE DEVELOPMENT OF LANGUAGE, COMMUNICATION, AND EDUCATIONAL ACHIEVEMENT IN DEAF CHILDREN.
QUIGLEY, STEPHEN P.
ILLINOIS UNIV., URBANA. INST. OF RESEARCH FOR EXCEPTIONAL CHILDREN.
BBB00268
JUN 69
106P.
EDRS PRICE MF-$0.65 HC-$6.58
/ ACADEMIC ACHIEVEMENT/ *AURALLY HANDICAPPED/ *COMMUNICATION SKILLS/ DEAF/ *EXCEPTIONAL CHILD RESEARCH/ *FINGERSPELLING/ LANGUAGE ABILITY/ *LANGUAGE DEVELOPMENT/ MANUAL COMMUNICATION/ ORAL COMMUNICATION/ READING ABILITY/ SIGN LANGUAGE/ TEACHING METHODS
/ ROCHESTER METHOD
TWO STUDIES WERE MADE OF THE ROCHESTER METHOD OF COMBINING FINGERSPELLING WITH SPEECH AND OF ITS EFFECTS ON DEVELOPMENT OF LANGUAGE AND COMMUNICATION IN PROFOUNDLY, PRELINGUALLY DEAF CHILDREN. A SURVEY TESTED SCHOOL PERFORMANCES OF 200 SUBJECTS FROM SIX RESIDENTIAL SCHOOLS FOR THE DEAF, THREE OF WHICH USED THE ROCHESTER METHOD AND THREE WHICH USED VARICUS COMBINATIONS OF ORAL AND MANUAL COMMUNICATION METHODS. AN EXPERIMENTAL STUDY COMPARED TWO MATCHED GROUPS OF 16 DEAF CHILDREN, ONE USING THE ROCHESTER AND THE OTHER THE ORAL METHOD, AFTER 4 YEARS ON MEASURES OF LANGUAGE AND COMMUNICATION. THE SURVEY SHOWED CHILDREN USING THE ROCHESTER METHOD WERE SUPERIOR ON MEASURES INVOLVING MEANINGFUL LANGUAGE. THE EXPERIMENTAL STUDY ALSO INDICATED THAT THOSE USING THE ROCHESTER METHOD EXCEEDED THE OTHERS ON READING, WRITTEN LANGUAGE, AND SPEECHREADING ABILITIES. IT WAS THUS CONCLUDED THAT THE ROCHESTER METHOD CAN LEAD TO HIGHER SCHOLASTIC ACHIEVEMENT, NEED NOT DETER ACQUISITION OF ORAL SKILLS, AND IS MORE BENEFICIAL WHEN STARTED WITH YOUNGER CHILDREN. (JB)

ED035134 EC004736
TAKE THE TRAIN OUT OF TRAINABLE; CONFERENCE PROCEEDINGS OF INSTITUTE FOR TEACHERS OF TMR.
GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. DIV. OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES.
69
66P.
EDRS PRICE MF-$0.65 HC-$3.29
/ ART/ BEHAVIOR CHANGE/ COMMUNITY ROLE/ *EDUCATIONAL PROGRAMS/ *EXCEPTIONAL CHILD EDUCATION/ HANDICRAFTS/ HEALTH PROGRAMS/ LANGUAGE DEVLEOPMENT/ MENTALLY HANDICAPPED/ PHYSICAL EUDCATION/ PHYSICAL ENVIRONMENT/ PROGARM PLANNING/ PSYCHOLOGICAL EVALUTAION/ RECREATION/ REINFORCEMENT/ STUDENT EVALUATION/ TEACHING METHODS/ TESTING/ *TRAINABLE MENTALLY HANDICAPPED
CONFERENCE PAPERS ARE CONCERNED WITH THE OVERALL CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED, PHYSICAL EDUCATION AND RECREATION, A PSYCHOLOGICAL EVALUATION, ARTS AND CRAFTS AND ASSOCIATED LEARNING, AND LANGUAGE DEVELOPMENT. DISCUSSED ARE MATTERS OF CONTINGENCY MANAGEMENT IN THE CLASSROOM, PROGRAMING, EVALUATION AND TESTING INSTRUMENTS, REPORTING TO PARENTS, INDIVIDUAL EVALUATION OF THE CHILDREN, AND PLANNING A HEALTH PROGRAM FOR MENTALLY RETARDED CHILDREN. THE PROBLEMS OF PHYSICAL ENVIRONMENT AS RELATED TO SPECIAL EDUCATION AND THE ROLE OF THE COMMUNITY ARE ALSO INCLUDED. (JM)

ED034359 EC004742

TRAINABLE MENTALLY RETARDED; A GUIDE TO PROGRAMMING.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. DIV. OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES.

69

20P.

EDRS PRICE MF -$0.65 HC-$3.29

/ COMMUNICATION SKILLS/ *EXCEPTIONAL CHILD EDUCATION/ LANGUAGE DEVELOPMENT/ MENTALLY HANDICAPPED/ PHYSICAL DEVELOPMENT/ *PROGRAM GUIDES/ PROGRAM PLANNING/ SENSORY TRAINING/ SOCIAL ADJUSTMENT/ *TRAINABLE MENTALLY HANDICAPPED/ VOCATIONAL DEVELOPMENT

DEVELOPMENT OF THE FOLLOWING ASPECTS IN PROGRAMING FOR THE TRAINABLE IS DUSCUSSED: COMMUNICATION SKILLS, MOTOR COORDINATION, EMOTIONAL ADJUSTMENT, SELF CONCEPT, SELF CARE AND HEALTH, SOCIAL ADJUSTMENT, RECREATIONAL ACTIVITIES, SAFETY, MORAL AND SPIRITUAL VALUES, AND AESTHETIC APPRECIATION AND ECONOMIC USEFULNESS. CURRICULUM ACTIVITIES PRESENTED CONSIST OF SENSORY AND EMOTIONAL DEVELOPMENT (USING CLAY, PAINTING, SAND, DRAWING, CUTTING, AND PASTING), LANGUAGE DEVELOPMENT (CONVERSATION PERIOD, STORY TELLING, FINGER PLAYS, AND DRAMATIZATION), SOCIAL ADJUSTMENT (REST, PLAY, MUSIC, RHYTHMS, INSTRUMENTS, AND LISTENING), PHYSICAL DEVELOPMENT AND ECONOMIC USEFULNESS (LUNCH PROGRAM, MEAL PREPARATION, HOUSEHOLD ACTIVITIES, OUTDOOR ACTIVITIES, AND WOODWORKING). APPENDIXES INCLUDE LISTS OF EQUIPMENT AND ACTIVITIES. (JM)

ED030112# AL001968
ON EXPLAINING LANGUAGE
LENNEBERG, ERIC H.
9 MAY 69
9P.
DOCUMENT NOT AVAILABLE FROM EDRS.
/ BEHAVIOR PATTERNS/ *BIOLOGICAL INFLUENCES/ CHILD DEVELOPMENT/ *CHILD LANGUAGE/ *COGNITIVE DEVELOPMENT/ DEAF CHILDREN/ DEVELOPMENTAL PSYCHOLOGY/ DISADVANTAGED YOUTH/ EVOLUTION/ GROWTH PATTERNS/ *LANGUAGE DEVELOPMENT/ *LANGUAGE HANDICAPS/ LANGUAGE UNIVERSALS/ LINGUISTIC COMPETENCE/ LINGUISTICS/ LINGUISTIC THEORY/ MATURATION/ MOTOR DEVELOPMENT/ PHYSICAL DEVELOPMENT/ PSYCHOLINGUISTICS/ SOCIAL ENVIRONMENT/ TRANSFORMATION GENERATIVE GRAMMAR
/ *DEVELOPMENTAL BIOLOGY

THE AUTHOR'S PURPOSE IN THIS ARTICLE IS TO DISCUSS THE ASPECTS OF LANGUAGE (ESPECIALLY THE DEVELOPMENT OF LANGUAGE IN CHILDREN) TO WHICH BIOLOGICAL CONCEPTS ARE MOST APPROPRIATELY APPLIED. WHILE RESULTS OF PAST STUDIES WOULD SEEM TO SHOW THAT LANGUAGE DEVELOPMENT IS CONTINGENT ON SPECIFIC LANGUAGE TRAINING, IT IS IMPORTANT TO DISTINGUISH BETWEEN WHAT THE CHILD ACTUALLY DOES AND WHAT HE CAN DO. COMPARATIVE STUDIES OF CHILDREN RAISED BY DEAF AND HEARING PARENTS INDICATE THE "THE EARLIEST DEVELOPMENT OF HUMAN SOUNDS APPEARS TO BE RELATIVELY INDEPENDENT OF THE AMOUNT, NATURE, OR TIMING OF THE SOUNDS MADE BY THE PARENTS." THE AUTHOR FEELS THAT "LANGUAGE CAPACTIY FOLLOWS ITS OWN NATURAL HISTORY." THE CHILD'S LANGUAGE ACTIVITY "CAN BE LIMITED BY HIS ENVIRONMENTAL CIRCUMSTANCES, BUT THE UNDERLYING CAPACITY IS NOT EASILY ARRESTED. IMPOVERISHED ENVIRONMENTS ARE NOT CONDUCIVE TO GOOD LANGUAGE DEVELOPMENT, BUT GOOD LANGUAGE DEVELOPMENT IS NOT CONTINGENT ON SPECIFIC TRAINING MEASURES." EVIDENCE ALSO INDICATES THAT INHERITANCE AND GENERAL COGNITIVE GROWTH ARE IMPORTANT FACTORS IN LANGUAGE DEVELOPMENT AND THAT THERE IS A CRITICAL AGE LIMIT FOR PRIMARY LANGUAGE ACQUISITION. LANGUAGE IS NOT THE CAUSE OF COGNITION OR A STATIC PRODUCT OF THE MIND BUT RATHER A PROFOUNDLY INTEGRATED ACTIVITY WHICH WILL GIVE US CLUES TO THE OPERATING PRINCIPLES OF THE BRAINS. (JD)

ED029058 UD006978

PROGRAM FOR DEVELOPING SPEECH AND LANGUAGE SKILLS IN THE EDUCATIONALLY DEPRIVED CHILD THROUGH THE UTILIZATION OF THE SPECIALIZED TRAINING OF SPEECH THERAPISTS, SEPTEMBER 6, 1966--JUNE 16, 1967. PROGRAM EVALUATION.

MILWAUKEE PUBLIC SCHOOLS, WIS. DIV. OF CURRICULUM AND INSTRUCTION.

67

66P.

EDRS PRICE MF-$0.65 HC-$3.29

/ DISADVANTAGED YOUTH/ *EDUCABLE MENTALLY HANDICAPPED/ PRIMARY GRADES/ *PROGRAM EVALUATION/ RETARDED SPEECH DEVELOPMENT/ *SPEECH INSTRUCTION/ *SPEECH THERAPISTS/ *VERBAL DEVELOPMENT

/ AMMONS QUICK TEST/ ELEMENTARY SECONDARY EDUCATION ACT TITLE 1 PROGRAM/ ESEA TITLE 1 PROGRAM/ ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY/ ITPA/ PEABODY LANGUAGE DEVELOPMENT KIT/ PROJECT HEAD START/ PROJECT SPEECH AND LANGUAGE DEVELOPMENT

THE SPEECH AND LANGUAGE DEVELOPMENT PROJECT, FUNDED UNDER ESEA TITLE I, WAS DESIGNED TO IMPROVE THE VERBAL SKILLS OF ECONOMICALLY DISADVANTAGED CHILDREN IN THE PRIMARY GRADES IN THE MILWAUKEE PUBLIC SCHOOLS, AND WAS LATER EXPANDED TO INCLUDE OLDER (7-13) EDUCABLE MENTALLY HANDICAPPED YOUTH. THE 325 PARTICIPANTS WORKED REGULARLY WITH SIX SPEECH THERAPISTS IN GROUPS OF SIX TO EIGHT TO IMPROVE THEIR RECEPTIVE AND EXPRESSIVE LANGUAGE. A FOUR-GROUP EXPERIMENTAL-CONTROL RESEARCH DESIGN WAS USED TO EVALUATE THAT PART OF THE PROJECT INVOLVING THE PRIMARY-GRADE CHILDREN; A TWO-GROUP EXPERIMENTAL DESIGN USING THE PROJECT GROUP AND A NONPROJECT GROUP WAS USED TO EVALUATE THE PROJECT'S SUCCESS WITH THE EDUCABLE MENTALLY HANDICAPPED STUDENTS. A FOLLOWUP STUDY WAS DONE OF A RANDOM SAMPLE OF HEAD START STUDENTS WHO HAD HAD PREVIOUS LANGUAGE TRAINING. EVALUATIVE DATA WAS COLLECTED FROM TEACHERS, ADMINISTRATORS, AND THERAPISTS. PROJECT THERAPISTS COMPILED A CURRICULUM GUIDE (SEE UD 007 935).(EF)

ED025891 40 EC003485
VERBAL OPERANT CONDITIONING OF YOUNG MONGOLOID CHILDREN. FINAL REPORT.
MACCUBREY, MARY KATHARINE
SAINT ANNE'S SCHOOL, ARLINGTON HEIGHTS, MASS.
RMQ66004
BR-8-4038
13 SEP 68
OEG-0-8-08438-4465(032)
41P.
EDRS PRICE MF-$0.65 HC-$3.29
/ *BEHAVIOR/ BEHAVIOR CHANGE/ CASE RECORDS/ *EXCEPTIONAL CHILD RESEARCH/ GROUP INSTRUCTION/ INSTITUTIONALIZED (PERSONS)/ LANGUAGE SKILLS/ LANGUAGE USAGE/ MEASUREMENT INSTRUMENTS/ *MENTALLY HANDICAPPED / MONGOLISM/ *OPERANT CONDITIONING/ REINFORCEMENT/ SPEECH SKILLS/ TEACHING METHODS/ TRAINABLE MENTALLY HANDICAPPED/ VERBAL ABILITY/ *VERBAL DEVELOPMENT/ VERBAL OPERANT CONDITIONING

OPERANT CONDITIONING TECHNIQUES WERE USED TO MODIFY VERBAL BEHAVIOR IN 18 INSTITUTIONALIZED, TRAINABLE MENTALLY HANDICAPPED MONGOLOIDS WITH CHRONOLOGICAL AGES FROM 4-6 TO 7-10 AND MENTAL AGES FROM 2.0 TO 2.10. TWO INSTRUMENTS WERE CONSTRUCTED TO EVALUATE LANGUAGE: A LANGUAGE TEST AND A SPEECH RATING SCALE. PROJECT LEADERS HAD NO PRIOR KNOWLEDGE OF THE LANGUAGE TEST. THE SIX CHILDREN IN GROUP 1 RECEIVED FIVE 15- TO 40-MINUTE GROUP CONDITIONING SESSIONS DAILY. SHAPING WAS USED TO CONDITION OBJECT AND PICTURE NAMING, DESCRIPTIONS OF ACTION PICTURES IN WORK COMBINATIONS, AND DISCRIMINATION OF COLORS AND POLAR OPPOSITES. OPERANT PROCEDURES WERE USED TO LENGTHEN ATTENTION SPAN AND INCREASE VERBAL PRODUCTION. THE SIX CHILDREN IN GROUP 2 SPENT 7 WEEKS IN THE ENRICHED EXPERIMENTAL ENVIRONMENT, BUT RECEIVED NO CONDITIONING; THE SIX IN GROUP 3 REMAINED IN THE INSTITUTION. FIVE OF SIX MEMBERS OF GROUP 1 SIGNIFICANTLY INCREASED THEIR SCORES ON THE STANFORE-BINET POSTTEST; ONE FROM GROUP 2 AND NONE FROM GROUP 3 INCREASED SIGNIFICANTLY. ON THE SPEECH RATING SCALE, GROUP 1 SHOWED SIGNIFICANTLY GREATER IMPROVEMENT THAN GROUP 2. MAJOR CHANGES WERE OBSERVED IN THE SOCIAL BEHAVIOR OF THE 12 SUBJECTS WHO RESIDED IN THE RESEARCH FACILITY. (AUTHOR/RP)

ED015480# AL001015
BIOLOGICAL FOUNDATIONS OF LANGUAGE.
LENNEBERG, ERIC H.
67
DOCUMENT NOT AVAILABLE FROM EDRS.
/ ANATOMY/ APHASIA/ BEHAVIORAL SCIENCE RESEARCH/ *BIOLOGY/ DEAF RESEARCH/ HISTORICAL REVIEWS/ LANGUAGE/ LANGUAGE DEVELOPMENT/ LANGUAGE RESEARCH/ LINGUISTICS/ MEDICAL CASE HISTORIES/ MENTAL DEVELOPMENT/ PSYCHOLINGUISTICS/ RESEARCH REVIEWS (PUBLICATIONS)/ SEMANTICS/ *SPEECH/ SPEECH EVALUATION/ SPEECH PATHOLOGY/ TRANSFORMATION GENERATIVE GRAMMAR/ VERBAL COMMUNICATION

THE RELATIONSHIP BETWEEN BIOLOGYAND LANGUAGE IS EXPLORED IN THIS VOLUME, THE AUTHOR BELIEVES THAT "LANGUAGE IS THE MANIFESTATION OF SPECIES-SPECIFIC COGNITIVE PROPENSITIES. IT IS THE CONSEQUENCE OF THE BIOLOGICAL PECULIARITIES THAT MAKE A HUMAN TYPE OF COGNITION POSSIBLE." IN ATTEMPTING TO "REINSTATE THE CONCEPT OF THE BIOLOGICAL BASIS OF LANGUAGE CAPACITIES" THE AUTHOR FORMULATES SPECIFIC ASSUMPTIONS WHICH CAN BE SUBJECTED TO EMPIRICAL TESTS. CHAPTER TITLES ARE--(1) THE CONCEPTUAL FRAMEWORK, (2) MORPHOLOGICAL CORRELATES, (3) SOME PHYSIOLOGICAL CORRELATES, (4) LANGUAGE IN THE CONTEXT OF GROWTH AND MATURATION, (5) NEUROLOGICAL ASPECTS OF SPEECH AND LANGUAGE, (6) LANGUAGE IN THE LIGHT OF EVOLUTION AND GENETICS, (7) PRIMITIVE STAGES IN LANGUAGE DEVELOPMENT, (8) LANGUAGE AND COGNITION, AND (9) TOWARD A BIOLOGICAL THEORY OF LANGUAGE DEVELOPMENT. NOAM CHOMSKY IS THE AUTHOR OF APPENDIX A, "THE FORMAL NATURE OF LANGUAGE," AND O. MARX HAS WRITTEN APPENDIX B, "THE HISTORY OF THE BIOLOGICAL BASIS OF LANGUAGE." EXTENSIVE REFERENCES ARE LISTED AFTER EACH CHAPTER. THIS BOOK IS PUBLISHED BY JOHN WILEY AND SONS, IND., 605 THIRD AVE, N.Y., N.Y. 10016 ($14.95). (JD)

ED013508# EC000209
THE DEAF. PRENTICE-HALL FOUNDATIONS OF SPEECH PATHOLOGY SERIES.
DI CARLO, LOUIS M.
64
DOCUMENT NOT AVAILABLE FROM EDRS.
/ ADOLESCENTS/ ADULTS/ *AUDITORY EVALUATION/ CHILDREN/ *DEAF/ DIAGNOSTIC TESTS/ HISTORICAL REVIEWS/ LANGUAGE DEVELOPMENT/ *LANGUAGE INSTRUCTION/ LIPREADING/ SPEECH/ SPEECH IMPROVEMENT/ *SPEECH INSTRUCTION

DESIGNED FOR STUDENTS OF SPEECH PATHOLOGY AND AUDIOLOGY AND PRACTICING CLINICIANS, THIS BOOK PRESENTS AN HISTORICAL OVERVIEW OF ATTEMPTS TO TEACH THE DEAF FROM BEFORE THE 15TH CENTURY THROUGH THE 20TH CENTURY. A DISCUSSION OF DIAGNOSTIC PROCEDURES FOR AUDITORY DISORDERS IN CHILDREN INCLUDED INFORMAL TESTING, PLAY AUDIOMETRY, SPEECH TESTS, ELECTRODERMAL AUDIOMETRY, AND ELECTROENCEPHALIC AUDIOMETRY. LANGUAGE CONSIDERATIONS FOR THE DEAF ARE DISCUSSED IN TERMS OF LANGUAGE ACQUISITION AND LANGUAGE INSTRUCTION WITH THE ORAL, MANUAL, AND COMBINED METHODS. ASPECTS OF SPEECH ACQUISITION, SPEECH INSTRUCTION, AND SPEECH PRODUCTION ARE INCLUDED. SUGGESTIONS FOR FURTHER READING ARE CONTAINED WITHIN THE TEXT. A BIBLIOGRAPHY LISTS 478 ITEMS. THIS DOCUMENT WAS PUBLISHED BY PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, N.J. $5.95, (FL)

ED01300# EC000603
DEVELOPMENT OF THINKING IN THE DEAF--IMPLICATIONS FOR THE RELATION OF THINKING AND LANGUAGE.
FURTH, HANS G.
CATHOLIC UNIV. OF AMERICA, WASHINGTON, D.C.
66
DOCUMENT NOT AVAILABLE FROM EDRS.
/ CHILDREN/ COGNITIVE PROCESSES/ CULTURALLY DISADVANTAGED/ *DEAF/ *INTELLECTUAL DEVELOPMENT/ *LANGUAGE DEVELOPMENT/ LEARNING PROCESSES
BASED ON EXPERIMENTATION EXAMINING THE THINKING CAPACITIES OF DEAF CHILDREN, THIS PAPER REPORTS FINDINGS ABOUT THE RELATIONSHIP OF ABILITY TO LINGUISTIC EXPERIENCE. PERFORMANCE OF DEAF CHILDREN ON TASKS INVOLVING CONCEPT FORMATION AND LOGICAL THINKING WAS FOUND TO BE COMPARABLE TO THAT OF MATCHED HEARING SUBJECTS WHEN VERBALIZATION WAS NOT REQUIRED. THE DEAF PERFORMED POORER ON TASKS BASED ON VERBAL HABITS, AND CULTURALLY DEPRIVED HEARING CHILDREN PERFORMED MORE LIKE THE DEAF THAN LIKE ADVANTAGED HEARING CHILDREN. THE AUTHOR CONCLUDED THAT INTELLECTUAL AND PERSONALITY DEVELOPMENT ARE NOT DEPENDENT ON LINGUISTIC COMPETENCE BUT ON EXPOSURE TO REAL LIFE SITUATIONS. LANGUAGE PROVIDES INTELLECTUAL BENEFIT DURING EARLY DEVELOPMENT ONLY IF IT IS THE MEANS OF INTELLECTUAL STIMULATION. (HK)

ED012117# EC000082
TRAINABLE CHILDREN, CURRICULUM AND PROCEDURES.
MOLLOY, JULIA S.
63
DOCUMENT NOT AVAILABLE FROM EDRS.
/ ADOLESCENTS/ ART/ *CURRICULUM GUIDES/ HANDICRAFTS/ HANDWRITING/ INTERMEDIATE GRADES/ KINDERGARTEN/ LNAGUAGE DEVELOPMENT/ LESSON PLANS/ MUSIC/ NUMBERS/ PHYSICAL EDUCATION/ PRIMARY GRADES/ READING/ RECORDS (FORMS)/ SPECIAL EDUCATION/ *TRAINABLE MENTALLY HANDICAPPED
/ ORCHARD SCHOOL FOR RETARDED CHILDREN/ SKOKIE
THIS PROGRAM INCORPORATES THE TRAINING NEEDS OF THE SEVERELY RETARDED CHILD IN A LOGICAL, PSYCHOLOGICAL SEQUENCE TO PROVIDE THE CHILD WITH THE OPPORTUNITY TO GROW PHYSICALLY, EMOTIONALLY, INTELLECTUALLY, AND SPIRITUALLY IN ORDER THAT ADEQUATE SELF-CARE, SOCIAL ADJUSTMENT, GOOD PLANNING OF LEISURE TIME, AND SATISFYING USEFULNESS MAY BE REALIZED FOR LIVING COMFORTABLY AT HOME OR IN AN INSTITUTION. THE CHARACTERISTICS, IDENTIFICATION, AND PLACEMENT OF TRAINABLE CHILDREN AS WELL AS THE PHILOSOPHY, PURPOSE, AND OPERATION OF THE SPECIAL CLASS FOR TRAINABLES ARE DISCUSSED. BACKGROUND INFORMATION, TEACHING TECHNIQUES, SEQUENCE OF ACTIVITIES, AND MATERIALS ARE PRESENTED FOR TEACHING ARTS AND CRAFTS, HANDWRITING AND LANGUAGE DEVELOPMENT, MUSIC, NUMBERS, PHYSICAL EDUCATION AND PLAY, AND READING. PROGRAMS FOR PRESCHOOL, KINDERGARTEN, PRIMARY, JUNIOR INTERMEDIATE, AND SENIOR INTERMEDIATE STUDENTS OUTLINE OBJECTIVES, MANAGEMENT, AND MATERIALS FOR PHYSICAL, SOCIAL, EMOTIONAL AND INTELLECTUAL GROWTH. A PROGRAM FOR YOUNG ADULTS IS OUTLINED. LESSON PLANS WITH SAMPLE FORMS ARE PRESENTED. A DETAILED CHART FOR RECORDING PROGRESS LISTS PHYSICAL, EMOTIONAL, SOCIAL, INTELLECTUAL, AND SPIRITUAL LEVELS OF DEVELOPMENT. SAMPLES OF 10 REPORT FORMS ARE INCLUDED. ANNOTATIONS ARE INCLUDED ALONG WITH A 23-ITEM BIBLIOGRAPHY. THIS DOCUMENT WAS PUBLISHED BY THE JOHN DAY CO., 62 WEST 45TH STREET, NEW YORK, NEW YORK 10036, 122 PAGES, $3.50. (JZ)

ED011721# EC000201
A DICTIONARY OF IDIOMS FOR THE DEAF.
BOATNER, MAXINE T.; GATES, JOHN E.
AMERICAN SCHOOL FOR THE DEAF, WEST HARTFORD, CONN.
66
DOCUMENT NOT AVAILABLE FROM EDRS.
/ *DEAF/ *DEAF EDUCATION/ *DICTIONARIES/ ENGLISH/ HARD OF HEARING/ *IDIOMS/ LANGUAGE/ LANGUAGE DEVELOPMENT/ *LANGUAGE INSTRUCTION/ LINGUISTIC PATTERNS/ LINGUISTICS/ SPECIAL EDUCATION/ STRUCTURAL ANALYSIS
/ WEST HARTFORD
DESIGNED FOR USE IN SECONDARY CLASSES FOR THE DEAF, THIS DICTIONARY LISTS OVER 4,000 IDIOMATIC EXPRESSIONS. FOR EACH IDIOM, THE ENTRY MAY INCLUDE VARIANT FORMS, PART OF SPEECH LABEL, STYLE LABEL, DEFINITION, USAGE NOTE, ILLUSTRATIVE SENTENCES, CROSS REFERENCES, A SYNONYM OR CONTRAST, AND ETYMOLOGY. AN APPENDIX LISTS ESSENTIAL IDIOMS. THIS DOCUMENT WAS PUBLISHED IN 1966 BY THE AMERICAN SCHOOL FOR THE DEAF, WEST HARTFORD, CONNECTICUT 06107, AT $2.70. (MY)

ED011421 EC000121
SPECIAL EDUCATION, SECONDARY LEVEL
CALEMINE, MARY; AND OTHERS
ALLEGANY COUNTY BOARD OF EDUCATION, CUMBERLAND, MD.
66
337P.
EDRS PRICE MF-$0.65 HC-$13.16
/ ACTIVITIES/ ARITHMETIC/ ARITHMETIC CURRICULUM/ CITIZENSHIP RESPONSIBILITY/ *CURRICULUM GUIDES/ *EDUCABLE MENTALLY HANDICAPPED/ FAMILY LIFE/ HOMEMAKING EDUCATION/ INSTRUCTIONAL MATERIALS/ LANGUAGE ARTS/ LANGUAGE DEVELOPMENT/ ON THE JOB TRAINING/ RECORDS (FORMS)/ SCHOOL ORIENTATION/ *SECONDARY GRADES/ SOCIAL ADJUSTMENT/ SOCIAL DEVELOPMENT/ SOCIALIZATION/ SPECIAL EDUCATION/ VOCABULARY/ VOCATIONAL EDUCATION
/ CUMBERLAND
CURRICULUM MATERIAL FOR EDUCABLE MENTALLY RETARDED CHILDREN IS OUTLINED. THREE BROAD AREAS OF INSTRUCTION ARE--(1) SOCIAL SKILLS, INCLUDING OCCUPATIONAL TRAINING (WITH EXAMPLES OF FORMS FOR RECORD KEEPING), FAMILY LIVING, AND COMMUNITY MEMBERSHIP, (2) ARITHMETIC SKILLS, AND (3) LANGUAGE SKILLS. MATERIAL IN EACH AREA IS DEVELOPED FOR PRESENTATION AT THREE LEVELS. IN ADDITION TO UNIT CONTENT SUGGESTIONS, THE GUIDE INCLUDED OBJECTIVES FOR EACH UNIT, SUGGESTIONS FOR GROUPING PUPILS, AND EXAMPLES OF RELATED ACTIVITIES. INSTRUCTIONAL MATERIALS AND BIBLIOGRAPHIES FOR TEACHERS ARE INCLUDED. (VO)

ED011160 EC000043
IN-SERVICE TRAINING STAFF DEVELOPMENT FOR EDUCATION OF DISADVANTAGED DEAF CHILDREN.
LEHMAN, JEAN UTLEY
CALIFORNIA STATE COLL., LOS ANGELES.
66
337P.
EDRS Price MF-$0.65 HC-$13.16
/ *AURALLY HANDICAPPED/ *CULTURALLY DISADVANTAGED/ *DEAF/ *DISADVANTAGED ENVIRONMENT/ INSERVICE TEACHER EDUCATION/ INSTRUCTIONAL MATERIALS/ *LANGUAGE DEVELOPMENT/ READING INSTRUCTION
/ LOS ANGELES/ MCATEER ACT
NINETEEN RECOGNIZED AUTHORITIES CONTRIBUTED TO A 3-WEEK INSTITUTE DESIGNED TO IMPROVE THE UNDERSTANDING OF DISADVANTAGED DEAF CHILDREN AND TO SUGGEST THE TYPE OF CURRICULUM BEST SUITED TO THEIR NEEDS. LECTURES, DEMONSTRATIONS, AND DISCUSSIONS COVERED THE FOLLOWING TOPICS--(1) THE FAMILIAL AND PERSONAL ASPECTS OF THE CHILD, (2) ACQUISITION AND STRUCTURE OF LANGUAGE, (3) SPEECH DEVELOPMENT AND IMPROVEMENT, (4) SEVERAL ASPECTS OF READING, (5) AUDIOVISUAL AIDS, (6) PSYCHONEUROLOGIC BEHAVIORAL PROBLEMS, (7) AUDIOLOGICAL PROBLEMS, AND (8) RESEARCH. (MK)

ED010920 EC000030
GUIDELINES FOR TEACHERS. PLANS FOR DEVELOPMENT OF EXPRESSIVE CONNECTED LANGUAGE CONCEPTS AND SPECIFIC ACHIEVEMENTS FOR CHILDREN WHO HAVE IMPAIRED HEARING.
GLENZ, GRACE A.; QUILL, LEONORA A.
CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.
66
41P.
EDRS PRICE MF-$0.65 HC-$3.29
/ *AURALLY HANDICAPPED/ *DEAF EDUCATION/ *EXPRESSIVE LANGUAGE/ LANGUAGE DEVELOPMENT/ *LANGUAGE HANDICAPS/ LANGUAGE INSTRUCTION/ *SPEECH EDUCATION/ STRUCTURAL ANALYSIS
/ CHAMPAIGN
THIS GUIDE DESCRIBES A PROGRAM FOR DEVELOPING THE FACULTIES OF DEAF CHILDREN THROUGH LANGUAGE TRAINING. THIS CURRICULUM ATTEMPTS TO INSURE SEQUENTIAL LEARNING FOR DEAF STUDENTS AS WELL AS TO PROVIDE TEACHERS WITH AN OVERALL PICTURE OF THE DEVELOPMENT OF LANGUAGE. MATERIALS ARE ARRANGED ACCORDING TO EIGHT LEVELS. A LINGUISTIC APPROACH TO THE LEARNING OF LANGUAGE IS OUTLINED IN DETAIL. PRINCIPLES OF LEARNING LANGUAGE ARE STATED CONCISELY AND THE THREEFOLD OBLIGATION THAT THE TEACHER HAS IN USING THE CURRICULUM IS DELINEATED. THE ACHIEVEMENTS IN EXPRESSIVE LANGUAGE AT EACH OF THE LEVELS ARE PRESENTED BY CHARTS WHICH DETAIL ACTIVITIES AND CONCEPTS. A RELATED BIBLIOGRAPHY IS APPENDED. (DF)

ED010531 24

A STUDY OF COGNITIVE DEVELOPMENT AND PERFORMANCE IN CHILDREN WITH NORMAL AND DEFECTIVE HEARING.

TEMPLIN, MILDRED C.
MINNESOTA UNIV., MINNEAPOLIS. INST. OF CHILD DEVELOPMENT.

BR-5-0493; CRP-387
66
306P.
EDRS PRICE MF-$0.65 HC-$13.16

/ AURALLY HANDICAPPED/ *COGNITIVE DEVELOPMENT/ COGNITIVE TESTS/ COMPARATIVE ANALYSIS/ *DEAF CHILDREN/ *DEAF RESEARCH/ LANGUAGE DEVELOPMENT/ *LONGITUDINAL STUDIES/ *PERFORMANCE FACTORS/ *TASK PERFORMANCE

/ MINNEAPOLIS/ MINNESOTA

A COMPARATIVE, LONGITUDINAL STUDY WAS CONDUCTED TO EXAMINE SPECIFIC PERFORMANCE CHARACTERISTICS OF DEAF AND NORMAL CHILDREN ON SELECTED COGNITIVE TASKS. THE SAMPLE, DISTRIBUTED INTO 3 AGE CATEGORIES, CONSISTED OF 72 NORMAL AND 60 DEAF CHILDREN. MEASURES WERE SELECTED TO ASSESS THE PERFORMANCE OF SUBJECTS (1) IN DIFFERENT AREAS OF COGNITION, (2) BY LANGUAGE AND NONLANGUAGE TECHNIQUES, (3) ON INFORMATION ACQUIRED INCIDENTALLY OR PROVIDED IN A TESTING SITUATION, AND (4) WITH MEASURES THAT WERE SUITABLE FOR ADMINISTRATION TO BOTH LEARNING AND DEAF SUBJECTS. CONSERVATION TASKS (PIAGET) WERE ADMINISTERED. SEVERAL VOCABULARY MEASURES FOR ASSESSING COMMON WORD USAGE AND UNDERSTANDING WERE ALSO ADMINISTERED. ALL TESTS WERE ADMINISTERED TO EACH AGE GROUP OF NORMAL CHILDREN. WHEN REQUIRED, TESTS OF NONLANGUAGE RESPONSES WERE ADMINISTERED TO THE DEAF SUBJECTS. SYSTEMATIC ANALYSES WERE EMPLOYED TO COMPARE LONGITUDINAL CHANGES, CROSS-SECTIONAL AGE DIFFERENCES, SEX DIFFERENCES, AND RESIDENT VERSUS DAY SCHOOL DIFFERENCES (APPLICABLE ONLY TO THE DEAF CHILDREN). FINDINGS OF THESE ANALYSES SUGGESTED THAT (1) DEAF SUBJECTS TEND TO SHOW LESS INCREMENTAL LEARNING THAN NORMAL SUBJECTS, (2) DEAF SUBJECTS TEND TO VARY MORE THAN NORMAL SUBJECTS ON THE LEVEL OF THEIR PERFORMANCES AMONG DIFFERENT TESTS, AND (3) THE PERFORMANCES OF DEAF SUBJECTS, AS THEIR AGES INCREASE, TEND MORE TO MATCH AND SOMETIMES SURPASS THE PERFORMANCES OF NORMAL SUBJECTS. FURTHER RESEARCH WAS RECOMMENDED TO STUDY THE ENVIRONMENTAL FACTORS WHICH RELATED TO COGNITIVE PERFORMANCES OF THE DEAF. (RS)

ED002893 24

A COMPARATIVE STUDY OF THE SPEECH RESPONSES AND SOCIAL AGES OF TWO SELECTED GROUPS OF EDUCABLE MENTAL RETARDATES.

WILSON, MAMIE L.T.
GRAMBLING COLL., LA.

CRP-513
60
98P.
EDRS PRICE MF-$0.65 HC-$3.29

/ *BEHAVIOR PATTERNS/ *EDUCABLE MENTALLY HANDICAPPED/ *HANDICPPED CHILDREN/ *MENTAL RETARDATION/ PUBLIC SCHOOLS/ SOCIAL DEVELOPMENT/ SPECIAL CLASSES/ SPEECH SKILLS/ VERBAL DEVELOPMENT

/ GRAMBLING COLLEGE/ LOUISIANA/ STANFORD ACHIEVEMENT TEST/ STANFORD BINET IQ

THE RELATIONSHIP OF EDUCABLE MENTAL RETARDATES IN REGULAR CLASSES AND SPECIAL CLASSES WITH RESPECT TO VOCABULARY WAS STUDIED. THERE WERE 49 SUBJECTS TAKEN FROM REGULAR CLASSES AND 45 FROM SPECIAL CLASSES. THE PRIMARY AND ELEMENTARY FORMS OF THE WORD MEANING SECTION OF THE STANFORD ACHIEVEMENT TESTS WERE ADMINISTERED TO EACH SUBJECT BY FOUR PERSONS ENGAGED IN THIS PROJECT. TESTS WERE READ TO EACH SUBJECT SEPARATELY. BOTH FORMS OF THE STANFORD ACHIEVEMENT TESTS WERE GIVEN TO ASCERTAIN THE RECOGNITION VOCABULARY OF SUBJECTS USED IN THIS STUDY. WITH THESE TESTS, EACH SUBJECT'S VOCABULARY WAS TESTED WITH RESPECT TO THE WORDS THAT HE COULD CORRECTLY RECOGNIZE WHEN HE HEARD THEM. CORRELATION COEFFICIENTS WERE COMPUTED TO DETERMINE THE RELATIONSHIP BETWEEN MENTAL AGE AND RECOGNITION VOCABULARY AND FUNCTIONAL VOCABULARY FOR EACH GROUP, AND BETWEEN SOCIAL AGE AND RECOGNITION VOCABULARY AND FUNCTIONAL VOCABULARY FOR EACH GROUP. ADDITIONAL EXPERIMENTAL STUDIES ARE NEEDED TO DETERMINE THE RELATIONSHIP BETWEEN EDUCABLE MENTAL RETARDATES IN REGULAR AND SPECIAL CLASSES WITH RESPECT TO SOCIAL DEVELOPMENT AND SPEAKING VOCABULARY. ALSO A COMPARATIVE STUDY OF VERBAL OUTPUT AND SOCIAL DEVELOPMENT SHOULD BE MADE OF FAMILIAL EDUCABLE MENTAL RETARDATES AND NONFAMILIAL EDUCABLE MENTAL RETARDATES. (JL)

ED002888 24

EDUCATIONAL OF THE AURALLY HANDICAPPED--A PSYCHOLINGUISTIC ANALYSIS OF VISUAL COMMUNICATION.

LOWELL, EDGAR L.; AND OTHERS

CRP-502

60

85P.

EDRS PRICE MF-$0.65 HC-$3.29

/ AUDITORY VISUAL TESTS/ *AURALLY HANDICAPPED/ *DEAF EDUCATION/ HANDICAPPED CHILDREN/ LANGUAGE DEVELOPMENT/ *LINGUISTIC PATTERNS/ *LIPREADING/ *PERCEPTUAL DEVELOPMENT/ PILOT PROJECTS/ PSYCHOEDUCATIONAL PROCESSES/ PSYCHOLOGICAL PATTERNS/ SPEECH SKILLS/ VISUAL PERCEPTION

/ CALIFORNIA/ LEARNING EXPERIENCES/ LOS ANGELES

A PILOT STUDY WAS CONDUCTED TO DEFINE THE CHARACTER OF SPEECH MATERIAL IN VISUALLY PERCEPTUAL TERMS AND TO APPLY THE DEFINED CONCEPTS TO THE PROCESS OF INDUCED LANGUAGE ACQUISITION BY THE DEAF AND HARD-OF-HEARING. ITS PURPOSE WAS TO BUILD A CONCEPTUAL FOUNDATION FOR THE LATER DEVELOPMENT OF A COMPREHENSIVE RESEARCH PROGRAM, LEADING TO THE IMPROVEMENT OF LIPREADING TECHNIQUES AND OTHER METHODS OF TEACHING THE AURALLY HANDICAPPED. A LINGUISTIC MODEL WAS USED TO IMPLEMENT THE TWO PHASES OF THIS PRELIMINARY STUDY--(1) SPEECH PERCEPTION AND (2) LANGUAGE ACQUISITION. THE FIRST CONSISTED OF PREPARING A FILM TEST WITHOUT SOUND, HAVING APPROXIMATELY 200 MONOSYLLABIC ENGLISH NOUNS PRONOUNCED WITH A FULL-FACE VIEW AND A 45-DEGREE PROFILE VIEW FOR LIPREADING PURPOSES. IT WAS ADMINISTERED TO ABOUT 430 ADULT SUBJECTS DIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS. ANOTHER FILM WAS ALSO PREPARED AND ADMINISTERED, USING NONSENSE SYLLABLES TO ASSIST THE SUBJECTS IN THE PERCEPTION OF THE INITIAL CONSONANTS. THE SECOND PHASE WAS A DESIGN PROJECT FOR A LONG-RANGE FOLLOWUP PROGRAM INVOLVING EDUCATION FOR DEAF CHILDREN. AS A MEANS OF DEVELOPING ELICITING PROCEDURES APPROPRIATE FOR PLANNING, A PILOT PERCEPTUAL DISCRIMINATION TEST WAS CONSTRUCTED AND GIVEN TO 21 NURSERY SCHOOL STUDENTS. (JH)

ED001918

EDUCATION OF THE DEAF, A REPORT TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE BY HIS ADVISORY COMMITTEE ON THE EDUCATION OF THE DEAF.

BIBBIDGE, HOMER D. JR.; AND OTHERS
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C.

65
168P.
EDRS PRICE MF-$0.27 HC-$6.76

/ *DEAF EDUCATION/ EDUCATIONAL PROBLEMS/ *INSTRUCTIONAL IMPROVEMENT/ LANGUAGE DEVELOPMENT/ *PROGRAM DEVELOPMENT/ *RESEARCH OPPORTUNITIES/ SPEECH IMPROVEMENT

/ * ADVISORY COMMITTEE/ DISTRICT OF COLUMBIA/ GALLAUDET COLLEGE

THE UNSATISFACTORY STATE OF EUDCATION FOR THE DEAF IS A RESULT OF THE LACK OF PROGRAMS ASSAULTING PROBLEMS OF COMMUNICATION AND OF LANGUAGE LEARNING OF THE DEAF, LACK OF WELL PLANNED AND ADEQUATELY SUPPORTED RESEARCH, AND THE FAILURE TO DEVELOP SYSTEMATIC AND ADEQUATE PROGRAMS FOR EDUCATING THE DEAF AT ALL LEVELS. EARLY DETECTION AND EARLY ATTENTION TO THE PROBLEMS OF LANGUAGE AND SPEECH PREPARATION ARE NECESSARY. THE CHANGING OCCUPATIONAL OUTLOOK REQUIRES THE DEAF TO ATTAIN NEW HEIGHTS IN EDUCATIONAL ACHIEVEMENT. FEDERAL FUNDS SHOULD BE AUTHORIZED FOR REGIONAL AND INTERSTATE PLANNING, DEMONSTRATION PROGRAMS LASTING 5-10 YEARS AND INCLUDING NEW AND MORE WIDESPREAD COURSES OF STUDY SHOULD BE ESTABLISHED IN EXISTING SCHOOLS FOR THE DEAF, IN FUTURE SCHOOLS FOR THE DEAF, AND IN CLASSES FOR THE ADULT DEAF. ADDITIONAL SUPPORT SHOULD BE GIVEN TO GALLAUDET COLLEGE TO IMPROVE ITS ACADEMIC STATUS, THE TYPE AND NUMBER OF COURSES, THE QUALITY AND QUANTITY OF TEACHERS AND STUDENTS. A CONTINUING NATIONAL ADVISORY COMMITTEE SHOULD BE SET UP TO GATHER INFORMATION, TO ASSESS PROGRESS, TO IDENTIFY PROBLEMS, TO SUGGEST INNOVATIONS, AND TO DIRECT RESEARCH EFFORTS. THE APPENDIX INCLUDES A SPECIAL STUDY ON THE OBJECTIVES OF AN EDUCATIONAL PROGRAM FOR THE DEAF, HISTORICAL BACKGROUND, AND A STUDY OF EUROPEAN PROGRAMS FOR THE DEAF.

ED001195
NEW METHODS OF LANGUAGE DEVELOPMENT FOR DEAF CHILDREN.
ROY, HOWARD L.; AND OTHERS
GALLAUDET COLLEGE, WASHINGTON, D.C.
CRP-1383
64
83P.
EDRS PRICE MF-$0.65 HC-$3.29
/ *DEAF CHILDREN/ INNOVATION/ *LANGUAGE DEVELOPMENT/ *PROGRAMED INSTRUCTION/ *READING INSTRUCTION/ *TYPEWRITING
/ DISTRICT OF COLUMBIA

SOME RECENT INNOVATIONS IN TEACHING LANGUAGE WERE INVESTIGATED. THE TECHNIQUES OF PROGRAMED INSTRUCTION WERE MERGED WITH THE USE OF AN ELECTRIC TYPEWRITER TO PROVIDE THE MEANS OF TEACHING READING TO YOUNG DEAF CHILDREN. DEAF CHILDREN, RANGING IN AGE FROM THREE TO SEVEN YEARS, PARTICIPATED IN THIS STUDY. AS A GROUP, THEY TENDED TO BE OF AVERAGE INTELLIGENCE AND SOCIOECONOMIC STATUS. DEAF CHILDREN FROM THREE YEARS OF AGE CAN LEARN TO USE AN ELECTRIC TYPEWRITER WITHIN A VERY SHORT PERIOD OF TIME. PROGRAMED INSTRUCTION CAN PRODUCE SIGNIFICANT IMPROVEMENT IN LANGUAGE, AND IT WOULD APPEAR THAT THE MOST SUCCESSFUL APPROACH FOR LANGUAGE INSTRUCTION TO THIS GROUP OF CHILDREN WOULD BE TO INCLUDED THE TYPEWRITER AS A PART OF THE LANGUAGE PROGRAM. SUCH A CURRICULUM WOULD COORDIANTE LANGUAGE EXERCISES ON THE TYPEWRITER WITH CURRENT METHODS OF IMPARTING LANGUAGE TO THESE CHILDREN.

COMPLETE THIS SEARCH THROUGH MANUAL TECHNIQUES: Teacher's Copy Search #1

SEARCH REQUEST FORM · POST-TEST

San Mateo County Office of Education
· EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name Dr. Grant Canyon, Principal

Affiliation Acacia School

Address 500 Acacia Street

Acacia (City) California (State) 94704 (Zip)

Date 6/30/72.

Date Needed within 2 weeks

Phone 222-2222

For ERC Use Only
CROSS AGE TEACHING

Concise Statement of Problem: would like examples of other school programs using 5th through 8th graders to tutor younger children in the classroom.

How Material is to be Used (to assist in search): for inservice training

Age/Grade Restrictions: Elementary

Subject Area Restrictions: All

Time Span Restrictions: After 19 68

Interest Level - Check One or More Boxes

- ☐ Preschool
- ☐ Kindergarten
- ☐ Primary
- ☒ Elementary
- ☐ Junior High
- ☐ Secondary

- ☐ Research
- ☒ Concepts - (Theories, Trends, Ideas, Conference Papers)
- ☒ Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
- ☐ Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
- ☒ Projects - (Programs, Grants, Program Descriptions)

Source of Search:

- ☐ ERIC
- ☐ Periodicals
- ☐ All Sources

DESCRIPTORS	ERIC (ED)	FIDO (ID)	CIJE SOURCE
*Cross Age Teaching	ED30 606	ID 2114	School Counselor
	43 706	ID 2247	Ja 71, p209+
Peer Teaching	31 451		
	29 841		Elementary Sch J
	31 449		Apr 70, p400+
	38 329		
Teaching Techniques	25 506		Reading Teacher
			Feb 70, p403-05
Elementary Grades			
			Instructor
Elementary School Students			Nov 69, p62+
			May 69, p41+

EVALUATION:

Completed Not Completed Why

Hard Copy Prints: No. Photocopies: No. Microfiche: No.

COMPLETE THIS SEARCH BY USING THE DIALOG ONLINE RETRIEVAL SYSTEM:

Teacher's Copy Search #2

SEARCH REQUEST FORM

POST-TEST

San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name Mr. Bill Mulholland, Principal

Affiliation Red Bluff High School

Address 1555 Douglas Fir Road

Red Bluff, CA 96080
(City) (State) (Zip)

Date 6/30/72

Date Needed 7/6/72

Phone

For ERC Use Only
PERFORMANCE CONTRACTS

Concise Statement of Problem: Wants information on contract learning and models--also problems associated with this concept. All subjects except foreign language.

How Material is to be Used (to assist in search): would like to implement this concept into their present curriculum

Age/Grade Restrictions: Secondary

Subject Area Restrictions: All except foreign lang.

Time Span Restrictions: After 1969

Interest Level - Check One or More Boxes

- ☐ Preschool
- ☐ Kindergarten
- ☐ Primary
- ☐ Elementary
- ☐ Junior High
- ☒ Secondary

Source of Search:

- ☐ ERIC
- ☐ Periodicals
- ☐ All Sources

- ☐ Research
- ☒ Concepts - (Theories, Trends, Ideas, Conference Papers)
- ☒ Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
- ☐ Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
- ☐ Projects - (Programs, Grants, Program Descriptions)

DESCRIPTORS	ERIC (ED)	FIDO (ID)	CIJE SOURCE
TURN PAGE FOR COMPUTER SEARCH			

EVALUATION:

Completed Not Completed Why

Hard Copy Prints: No. Photocopies: No. Microfiche: No.

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*        'DIALOG' INFORMATION RETRIEVAL SYSTEM                       *
*        LOCKHEED INFORMATION SCIENCES LABORATORY, DEPT/52-50        *
*        3251 HANOVER STREET                                         *
*        PALO ALTO, CALIFORNIA     94304                             *
*                  TELEPHONE:  (415) 493-4411  X45034                *
*                                                                    *
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SEARCH TITLE	CONTRACTS
DATE/FILE	5-9-72/1
SEARCH BY	GARMAN
REQUESTOR	MULHOLLAND
ADDRESS	SM

TERMINAL 3 5-10-72

COMMAND	USE	TIME	COMMAND	USE	TIME	COMMAND	USE	TIME	COMMAND	USE	TIME
BEGIN	1	.07	IX-ADD	0	.00	IX-DISP	0	.00	EXPAND	7	.79
SELECT	7	.48	COMBINE	1	.06	LIMIT	0	.00	KEEP	0	.00
DISPLAY	2	.08	SET-HIS	1	.04	TYPE	1	.03	PRINT	2	.04
END	1	.02	PAGE	1	.02	MESSAGE	2	.06	EXPLAIN	0	.00
EXTRACT	0	.00	STAT	0	.00	PUNCH	0	.00	FILE	0	.00
INTERSC	0	.00	LMT-ALL	0	.00	ITEM	1	.07	ERROR	6	.11
SRCH TIME		30.93	PRINT COUNT		58						

SET	ITEMS	DESCRIPTIONS	NO.	FILE	SET/A.N.	FMT	ITEM-RANGE
1	58	IT=PERFORMANCE CONTRACTS	1	0	1	5	1-58
2	58	IT=PERFORMANCE CONTRACTS					

PRINT 01/5/1-58

EJ039337 SP500891
PERFORMANCE CONTRACTS, TESTS, AND MEASUREMENT
JOSELYN, E. GARY CHANGING EDUCATION; 10-11 APR 71
/ *EVALUATION CRITERIA/ *MEASUREMENT TECHNIQUES/ *PERFORMANCE CONTRACTS/ PROGRAM EVALUATION/ STANDARDIZED TESTS/ STUDENT EVALUATION
SUMMARY OF ADDRESS TO 1971 AFT-QUEST TRUTH-&-SOUL-IN-TEACHING" CONFERENCE. (RT)

EJ039336 SP500890
TALE OF A PERFORMANCE CONTRACT
BERSON, MINNIE PERRIN CHANGING EDUCATION; 8-10 APR 71
/ ELEMENTARY SCHOOLS/ *PERFORMANCE CONTRACTS/ PROGRAMED MATERIALS/ *SCHOOL COMMUNITY RELATIONSHIP/ *STAFF UTILIZATION
/ *BANNEKER SCHOOL
EXCERPTS FORM TEXARKANA AND GARY: A TALE OF TWO PERFORMANCE CONTRACTS," CHILDHOOD EUDCATION MAGAZINE, MARCH 1971; REPORTS ON OBSERVATIONS MADE DURING VISIT TO GARY, INDIANA, SCHOOL UNDER CONTRACT TO BEHAVIORAL RESEARCH LABORATORIES. (RT)

EJ039335 SP500889
MARRIAGE AMERICAN STYLE
SCHWEBEL, MILTON CHANGING EDUCATION; 6-8 APR 71
/ *PERFORMANCE CONTRACTS
EXCERPTS FROM ADDRESS TO 1971 AFT-QUEST TRUGH-&-SOUL-IN-TEACHING" CONFERENCE; ARGUES THAT COMBINATION OF INDUSTRY AND EDUCATION IS LIABLE TO DO MORE HARM THAN GOOD. (RT)

EJ039332 EM501934
TEN HALF-TRUTHS ABOUT PERFORMANCE CONTRACTING IN EDUCATION
MECKLENBURGER, JAMES A. EDUCATIONAL TECHNOLOGY; 11; 5; 6 MAY 71
/ EDUCATIONAL OBJECTIVES/ *EVALUATION CRITERIA/ *PERFORMANCE CONTRACTS

EJ039322 AA509995
BRAVE NEW CLASSROOM OR BACK TO 1870
DAVIES, IVOR TIMES (LONDON) EDUCATIONAL SUPPLEMENT; 2921; 61 MAY 14 71
/ *EDUCATIONAL TECHNOLOGY/ *EFFECTIVE TEACHING/ *PERFORMANCE CONTRACTS
PERFORMANCE CONTRACTING IS DISCUSSED AS A MEANS OF ASSURING EFFECTIVE TEACHING. (DB)

EJ039258 EA501655
EVERY KID A HUSTLER
SARETSKY, GARY PHI DELTA KAPPAN; 52; 10; 595-596 JUN 71
/ *EVALUATION/ *PERFORMANCE CONTRACTS/ *STUDENT BEHAVIOR/ *TESTING
PERFORMANCE CONTRACTING MAY PLACE NEW POWER IN THE HANDS OF STUDENTS. (LR)

EJ039257 EA501654
THE PERFORMANCE CONTRACTS IN GRAND RAPIDS
MECKLENBURGER, JAMES A.; WILSON, JOHN A. PHI DELTA KAPPAN; 52; 10; 590-594 JUN 71
/ *EVALUATION/ *PERFORMANCE CONTRACTS/ *TESTING

EJ039256 EA501653
TESTING HAZARDS IN PERFORMANCE CONTRACTING
STAKE, ROBERT E. PHI DELTA KAPPAN; 52; 10; 583-589 JUN 71
/ *EVALUATION/ *PERFORMANCE CONTRACTS/ *TESTING
AN EXAMINATION OF STATISTICAL WEAKNESSES AND TEST LIMITATIONS OF PERFORMANCE CONTRACTING. (AUTHOR)

EJ038564 AA509676
THE VOUCHER PLAN AND PERFORMANCE CONTRACTING
MCCANN, WALTER NASSP BULLETIN; 55; 355; 91 MAY 71
/ *EDUCATION VOUCHERS/ *EDUCATIONAL FINANCE/ *EDUCATIONAL INNOVATION / *PERFORMANCE CONTRACTS
/ CENTER FOR STUDY OF PUBLIC POLICY

EJ037950 EA501496
PRODUCER-CONSUMER SCHOOL CONCEPT
HEARN, NORMAN E.; BURNS, THOMAS SCHOOL MANAGEMENT; 15; 5; 8-9, 32 MAY 71
/ *DROPOUT PROBLEM/ *EDUCATIONAL INNOVATION/ *FEDERAL PROGRAMS/ INFORMATION DISSEMINATION/ *INFORMATION SOURCES/ *PERFORMANCE CONTRACTS/ STATE DEPARTMENTS OF EDUCATION
/ PRODUCER CONSUMER SCHOOL CONCEPT
A NEW APPROACH TO EDUCATIONAL IMPROVEMENT: A SCHOOL WITH A SUCCESSFUL PROGRAM ADAPTS THE PROGRAM FOR ANOTHER SCHOOL, AND THE OFFICE OF EDUCATION BECOMES CENTRAL REPOSITORY FOR DATA ON PROGRAMS VALIDATED AS SUCCESSFUL. (AUTHOR)

EJ037928 EA501502
WHAT'S HAPPENING IN GARY?
CRAY, DOUGLAS W. SCHOOL MANAGEMENT; 15; 5; 22-25 MAY 71
/ *EDUCATIONAL FINANCE/ *EDUCATIONAL INNOVATION/ *ELEMENTARY SCHOOLS / *PERFORMANCE CONTRACTS/ URBAN EDUCATION
/ *GRAY INDIANA
A 4-YEAR PERFORMANCE CONTRACT AGREEMENT COVERS AN ENTIRE ELEMENTARY SCHOOL. (AUTHOR)

EJ037918 AA509770
THREE REPORTS OF PERFORMANCE CONTRACTING NOW IN ACTION INSTRUCTOR; 80; 10; 23-6 JUN-JUL 71
/ *DROPOUT PREVENTION/ *MOTIVATION/ *PERFORMANCE CONTRACTS/ *STUDENT EVALUATION/ *TEACHING TECHNIQUES

EJ037917 AA509769
PERFORMANCE CONTRACTING: AN EXPERIMENT IN ACCOUNTABILITY
WILSON, JOHN OLIVER INSTRUCTOR; 80; 10; 21-2 JUN-JUL 71
/ *EDUCATIONAL ACCOUNTABILITY/ *PERFORMANCE CONTRACTS/ *UNDERACHIEVERS

EJ037420 EA501518
THE ADMINISTRATOR LOOKS AT HIS PRACTICE. PART TWO: THE ELEMENTS OF THE SYSTEM
CODY, WILMER S. ASCD YEARBOOK; 99-109 71
/ *ACADEMIC ACHIEVEMENT/ *ADMINISTRATOR RESPONSIBILITY/ BEHAVIORAL OBJECTIVES/ *BUREAUCRACY/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL VOUCHERS/ *PERFORMANCE CONTRACTS
/ PROFESSIONAL ACCOUNTABILITY/ PROFESSIONAL AUTONOMY/ PPBS
DEVELOPS THE CASE OF ACCOUNTABILITY FOR SCHOOLING, THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES, AND MEASUREMENT OF THE RESULTS. (AUTHOR)

EJ036497 AA509410
PERFORMANCE CONTRACTING: SOME QUESTIONS AND ANSWERS
SCHILLER, JEFFRY AMERICAN EDUCATION; 7; 4; 3-5 MAY 71
/ *DISADVANTAGED GROUPS/ *EDUCATIONAL PROGRAMS/ *PERFORMANCE CONTRACTS

EJ036496 AA509359
FOUR APPROACHES TO EDUCATION PERFORMANCE CONTRACTING
STENNER, JACK; KEAN, MICHAEL H. EDUCATIONAL LEADERSHIP; 28; 7; 721-5 APR 71
/ *EDUCATIONAL TECHNOLOGY/ *MODELS/ *PERFORMANCE CONTRACTS

EJ035821 EA501363
THE RAND/HEW STUDY OF PERFORMANCE CONTRACTING
HALL, GEORGE R.; STUCKER, JAMES P. COMPACT; 5; 1; 6-9 FEB 71
/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ *PERFORMANCE SPECIFICATIONS/ PROGRAM EVALUATION/ *SCHOOL SURVEYS

EJ035697 EA501370
NEW LEVERAGE FOR FUNDING AGENCIES
HEDDINGER, FRED M. COMPACT; 5; 1; 35-37 FEB 71
/ *EDUCATION VOUCHERS/ *EDUCATIONAL EXPERIMENTS/ *EXPERIMENTAL PROGRAMS/ *PERFORMANCE CONTRACTS/ STATE FEDERAL AID
WARNS THAT THE LEVERAGE MADE POSSIBLE THROUGH WIDESPREAD USE OF VOUCHERS AND PERFORMANCE CONTRACTING CAN MAKE EDUCATION A LESS CERTAIN PRODUCT THAT WILL HAVE EXERCISED ITS INFLUENCE BEYOND THE POINT OF RECALL FOR A GENERATION OF STUDENTS. (JF)

EJ035695 EA501362
OEO EXPERIMENTS IN EDUCATION
GLENNAN, THOMAS K. COMPACT; 5; 1; 3-5 FEB 71
/ *EDUCATION VOUCHERS/ *EDUCATIONAL EXPERIMENTS/ *EXPERIMENTAL PROGRAMS/ *FEDERAL AID/ PERFORMANCE CONTRACTS

EJ032954 EA501365
A CONTRACTOR'S VIEWPOINT
ZAZZERA, EDMUND COMPACT; 5; 1; 13-16 FEB 71
/ *CONTRACTS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ PROGRAM EVALUATION/ *READING ACHIEVEMENT
A DESCRIPTION OF EDUCATIONAL DEVELOPMENT LABORATORY'S APPROACH TO PERFORMANCE CONTRACTS. (JF)

EJ034953 EA501364
GARY, INDIANA CONTRACTS FOR OPERATION OF ENTIRE SCHOOL
MCANDREW, GORDON COMPACT; 5; 1; 10-11 FEB 71
/ CONTRACTS/ *MATHEMATICS INSTRUCTION/ *PERFORMANCE CONTRACTS/ PERFORMANCE SPECIFICATIONS/ *READING LEVEL

EJ034949 EA501318
STATE OF THE ART: PERFORMANCE CONTRACTS POPULAR BUT EVALUATION PROCEDURES QUESTIONABLE EDUCATIONAL PRODUCT REPORT NUMBER 30; 4; 3; 2-4 DEC 70
/ *CONTRACTS/ COST EFFECTIVENESS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE SPECIFICATIONS/ *PROGRAM EVALUATION/ TEST RELIABILITY/ *TEST VALIDITY

EJ034947 EA501300
THE PERFORMANCE CONTRACT IN GARY
MECKLENBURGER, JAMES A.; WILSON, JOHN A. PHI DELTA KAPPAN; 52; 7; 406-410 MAR 71
/ BIDS/ EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL INNOVATION/ *ELEMENTARY SCHOOLS/ MINORITY GROUPS/ *PERFORMANCE CONTRACTS/ *URBAN EDUCATION

EJ034946 EA501299
CONTRACTING FOR EDUCATIONAL REFORM
MARTIN, REED; BLASCHKE, CHARLES PHI DELTA KAPPAN; 52; 7; 403-406 MAR 71
/ EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL CHANGE/ EDUCATIONAL INNOVATION/ EDUCATIONAL RESPONSIBILITY/ *PERFORMANCE CONTRACTS/ POLICY FORMATION/ *SCHOOL DISTRICT AUTONOMY

EJ034945 EA501298
THE CHAMELEON'S DISH
ELAM, STAN PHI DELTA KAPPAN; 52; 7; 402 MAR 71
/ CONTRACTS/ EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL CHANGE/ EDUCATIONAL INNOVATION/ *PERFORMANCE CONTRACTS
COMMENTS ON PERFORMANCE CONTRACTING AND SOME OF ITS IMPLICATIONS. (MF)

EJ034449 EA501369
TEACHERS VOICE THEIR OPPOSITION
MEGEL, CARL J.; BHAERMAN, ROBERT D. COMPACT; 5; 1; 31-34 FEB 71
/ *EDUCATION VOUCHERS/ EUDCATIONAL EXPERIMENTS/ EXPERIMENTAL PROGRAMS/ *PERFORMANCE CONTRACTS/ *TEACHER ASSOCIATIONS/ *TEACHER ATTITUDES/ TEACHER RESPONSIBILITY
DISCUSSES TEACHER ASSOCIATIONS' OBJECTIONS TO EDUCATION VOUCHER SYSTEMS AND PERFORMANCE CONTRACTS. (JF)

EJ034354 EA501349
SCHOOL ADMINISTRATION BY CONTRACT
WILSON, CHARLES H. SCHOOL MANAGEMENT; 15; 3; 11-13 MAR 71
/ *CONTRACTS/ *EDUCATIONAL ADMINISTRATION/ MANAGEMENT/ MANAGERIAL OCCUPATIONS/ *PERFORMANCE CONTRACTS
PRESENT SCHOOL ADMINISTRATION INEFFICIENCY AND THE FUTURE WILL BRING CONTRACTS WITH MANAGEMENT FIRMS TO PROVIDE ADMINISTRATION SERVICES TO EUDCATION. (JF)

EJ034338 EA501283
DEMANDS FOR ACCOUNTABILITY MAY LEAD TO BETTER-WRITTEN SCHOOL BOARD POLICIES
DICKINSON, WILLIAM E. UPDATING SCHOOL BOARD POLICIES; 1; 9; 1-3, 6 70
/ *BOARD OF EDUCATION POLICY/ *EDUCATIONAL ACCOUNTABILITY/ PERFORMANCE CONTRACTS/ POLICY FORMATION

EJ033390 TE201104
PERFORMANCE CONTRACTING...PROCEED WITH CAUTION
REYNOLDS, JERRY D. ENGLISH JOURNAL; 60; 1; 102-6, 110 JAN '71
/ *PERFORMANCE CONTRACTS/ *PILOT PROJECTS/ *READING INSTRUCTION/ SALARY DIFFERENTIALS/ *SUMMER PROGRAMS/ TEACHER SELECTION
/ IOWA/ *KEOKUK

EJ033381 EM501873
PERFORMANCE CONTRACTING WITH EXISTING STAFF
JOHNSON, W. FRANK EDUCATIONAL TECHNOLOGY; 11; 1; 59-61 JAN '71
/ *PERFORMANCE CONTRACTS/ *PREMIUM PAY/ *TEACHER PARTICIPATION/ *TEACHER SALARIES
THE AUTHOR OUTLINES SEVERAL METHODS FOR PROVIDING BONUS OR PERFORMANCE CRITERIA PAY AS A MEANS FOR ENCOURAGING DEEPER INVOLVEMENT OF EXISTING TEACHING STAFF IN A KIND OF PERFORMANCE CONTRACTING. (AUTHOR/AA)

EJ033380 EM501872
A SUGGESTED SCHEMA FOR FACULTY COMMISSION PAY IN PERFORMANCE CONTRACTING
VOGEL, GEORGE H. EDUCATIONAL TECHNOLOGY; 11; 1; 57-59 JAN '71
/ ACHIEVEMENT GAINS/ *PERFORMANCE CONTRACTS/ *PREMIUM PAY/ *TEACHER PARTICIPATION/ *TEACHER SALARIES

EJ033379 EM501871
SPECIFYING OBJECTIVES FOR PERFORMANCE CONTRACTS
HARMES, H. M. EDUCATIONAL TECHNOLOGY; 11; 1; 52-56 JAN '71
/ *EDUCATIONAL OBJECTIVES/ *GUIDELINES/ *INPUT OUTPUT ANALYSIS/ *PERFORMANCE CONTRACTS

EJ033378 EM501870
FACTORS TO CONSIDER IN PREPARING PERFORMANCE CONTRACTS FOR INSTRUCTION
MAYRHOFER, ALBERT V. EDUCATIONAL TECHNOLOGY; 11; 1; 48-51 JAN '71
/ CURRICULUM DEVELOPMENT/ *PERFORMANCE CONTRACTS/ *PROGRAM EFFECTIVENESS/ *QUALITY CONTROL

EJ033376 EA501259
ARE ACCOUNTABILITY AND GOVERNANCE COMPATIBLE?
ENGLISH, FENWICK; ZAHARIS, JAMES PHI DELTA KAPPAN; 52; 6; 374-375 FEB '71
/ *CONTRACTS/ COURSE OBJECTIVES/ EDUCATIONAL ACCOUNTABILITY/ NEGOTIATION AGREEMENTS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE SPECIFICATIONS/ TEACHER EVALUATION/ *TEACHER RESPONSIBILITY

EJ033049 EM501874
ACCOUNTABILITY: THE GREAT DAY OF JUDGMENT
BHAERMAN, ROBERT D. EDUCATIONAL TECHNOLOGY; 11; 1; 62-63 JAN '71
/ *EDUCATIONAL CHANGE/ *PERFORMANCE CONTRACTS/ *RELEVANCE (EDUCATION)
THE AUTHOR QUESTIONS SOME OF THE GOALS AND PRINCIPLES UNDERLYING BOTH THE CONCEPT OF ACCOUNTABILITY AND OF PERFORMANCE CONTRACTING. (AA)

EJ032037 EA501149
PERFORMANCE CONTRACTING: MAKING IT LEGAL
MARTIN, REED NATIONS SCHOOLS; 87; 1; 62-64 JAN '71
/ *CONTRACTS/ *LEGAL PROBLEMS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ PERFORMANCE SPECIFICATIONS/ *SCHOOL LAW
DISCUSSES THE POSSIBLE LIMITS ON THE LEGAL AUTHORITY OF A SCHOOL TO CONTRACT WITH PRIVATE ENTERPRISE FOR INSTRUCTIONAL SERVICES. THE PROPER PROCEDURE FOR ENTERING INTO SUCH A CONTRACT IS DISCUSSED. (JF)

EJ031677 SP500705
REGIONAL COOPERATIVES: A LOOK TOWARD THE FUTURE
HELLER, ROBERT W. LEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 2; 44-46 JAN '71
/ EDUCATION VOUCHERS/ *EDUCATIONAL TRENDS/ PERFORMANCE CONTRACTS/ *REGIONAL COOPERATION/ *RELEVANCE (EDUCATION)

ED054221 TM000798
EDUCATIONAL ACCOUNTABILITY THROUGH EVALUATION.
ROBERSON, E. WAYNE, ED.
EDUCATIONAL TECHNOLOGY PUBLICATIONS, ENGLEWOOD CLIFFS, N.J.
71
114P.
EDUCATIONAL TECHNOLOGY PUBLICATIONS, 140 SYLVAN AVENUE, ENGLEWOOD CLIFFS, NEW JERSEY 07632 ($3.00 PER COPY)
DOCUMENT NOT AVAILABLE FROM EDRS.
/ BEHAVIORAL OBJECTIVES/ BUDGETING/ COST EFFECTIVENESS/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL NEEDS/ *EDUCATIONAL PLANNING/ *EDUCATIONAL PROGRAMS/ EFFECTIVE TEACHING/ *EVALUATION/ EVALUATION TECHNIQUES/ INPUT OUTPUT ANALYSIS/ MODELS/ PERFORMANCE CONTRACTS/ *RELEVANCE (EDUCATION)/ SYSTEMS APPROACH
/ *ACCOUNTABILITY THROUGH EVALUATION INSTITUTE
THE EDITED PRESENTATIONS OF THE ACCOUNTABILITY THROUGH EVALUATION INSTITUTE ARE GIVEN TO PROVIDE INSIGHT INTO SOME PROBLEMS AND SOLUTIONS REGARDING EDUCATIONAL ACCOUNTABILITY. PRESENTATIONS INCLUDE "EDUCATIONAL ACCOUNTABILITY" (LEE E. WICKLINE); "A SCHEME FOR EVALUATION" (ROBERT ARMSTRONG, TERRY D. CORNELL, ROBERT KRANER, AND E. WAYNE ROBERSON); "A SYSTEMATIC APPROACH TO NEEDS ASSESSMENT: (TERRY D. CORNELL); "PLANNING-PROGRAMMING-BUDGETING SYSTEMS" (ARTHUR O. BACHELOR); "NEGOTIATING A PERFORMANCE CONTRACT" (ALBERT V. MAYRHOFER); AND "EDUCATIONAL PROGRAM AUDIT" (ROBERT KRANER). (MS)

ED054054 SP00501
HOW TO IMPLEMENT CHANGE. A POSITION PAPER.
HALL, CLYDE W.
JUN 71
22P.; PAPER PRESENTED AT NATIONAL WORKSHOP ON COMPREHENSIVE VOCATIONAL EDUCATION DEVELOPMENT AND UTILIZATION, JUNE 1971, WASHINGTON, D.C.
EDRS RPICE MF-$0.65 HC-$3.29
/ *CHANGE AGENTS/ *EDUCATIONAL CHANGE/ PERFORMANCE CONTRACTS

THIS PAPER DESCRIBES THE SCIENCE OF MANAGED CHANGE AND HOW THIS TECHNIQUE CAN BE APPLIED TO EDUCATIONAL SITUATIONS. IT ALSO POINTS OUT CURRENT EDUCATIONAL PROBLEMS TO WHICH THIS SCIENCE OF CHANGE SHOULD BE APPLIED. THE INITIAL STEP OF A MANAGED CHANGE IN A CLIENT SYSTEM IS THE EXAMINATION OF THE PRESENT STATE OF AFFAIRS AND AN ANALYSIS OF POSSIBLE "DRIVING" AND "RESTRAINING" FORCES. THE ESTABLISHMENT OF A RELATIONSHIP OF MUTUAL RESPECT BETWEEN CHANGE AGENT AND CLIENT SYSTEM IS AN IMPORTANT NEXT STEP. AFTER A SUCCESSFUL RELATIONSHIP HAS BEEN ESTABLISHED, THE THIRD STEP INVOLVES COLLECTING INFORMATION TO CLARIFY AND DIAGNOSE THE CLIENT SYSTEM'S PROBLEMS, EXAMINING ALTERNATIVE ROUTES AND GOALS, ESTABLISHING GOALS AND INTENTIONS OF ACTION, AND TRANSFORMING INTENTIONS INTO ACTUAL CHANGE EFFORTS. CONCLUDING STEPS INVOLVE STABILIZING THE CHANGE AND WITHDRAWAL OF THE CHANGE AGENT. AN EXAMPLE OF SUCH PLANNED CHANGE IS THE PERFORMANCE CONTRACT WITH BEHAVIORAL RESEARCH LABORATORIES TO RUN BANNEKER ELEMENTARY SCHOOL IN GARY, INDIANA. THIS CHANGE IS ANALYZED IN TERMS OF THE STEPS OUTLINED ABOVE. (RT)

ED053697 HE002474
REEXAMINING TENURE AT HAMPSHIRE COLLEGE FOR THE AAHE SECTION ON "REEXAMINATION OF TENURE: IMPLICATIONS OF COLLECTIVE BARGAINING AND CONTRACTS FOR SERVICE."
VON DER LIPPE, ROBERT
HAMPSHIRE COLL., AMHERST, MASS.
16 MAR 71
11P.
EDRS PRICE MF-$0.65 HC-$3.29
/ *ACADEMIC FREEDOM/ *COLLEGE FACULTY/ *CONTRACTS/ HIGHER EDUCATION/ JOB TENURE/ *PERFORMANCE CONTRACTS/ *TENURE
/ *HAMPSHIRE COLLEGE
THIS PAPER, PREPARED FOR A PANEL DISCUSSION OF TENURE POLICIES, DESCRIBES NEWLY EXTABLISHED HAMPSHIRE COLLEGE'S ADOPTION OF A CONTRACT SYSTEM, AS OPPOSED TO A LIFE-TENURE SYSTEM. FOLLOWING THE DESCRIPTION IS A CONSIDERATION OF POSSIBLE ALTERNATIVES WITHIN THE CONTRACT SYSTEM AND OF VARIATIONS TO TENURE ADOPTED BY OTHER COMPUSES. AT HAMPSHIRE, ACADEMIC FREEDOM IS VALUED BUT NOT LINKED TO THE PROCEDURAL CONCEPT OF LIFE TENURE. TERMS OF AN INITIAL CONTRACT ARE 3,4, OR 5 YEARS; LONGER OPTIONS ARE GENERALLY GRANTED TO SENIOR FACULTY MEMBERS. FACULTY ARE REAPPOINTED FOR NOT LESS THEN 3 NOR MORE THAN 7 YEARS. THE EXPERIMENTAL NATURE OF THE COLLEGE COMBINED WITH THE POLICY OF REQUIRING CANDIDATES TO WRITE A PROPOSAL SPECIFYING EXPECTATIONS OF THEIR PERFORMANCE OVER THE CONTRACT PERIOD PLAY IMPORTANT ROLES IN FACULTY COMMITMENT. IN ITS EXAMINATION OF REAPPOINTMENT PROCEDURES, THE COLLEGE IS FOCUSING ATTENTION ON FINDING WAYS TO ASSURE DUE PROCESS WHILE USING AS MANY EVALUATIVE SOURCES OF A FACULTY MEMBER'S PERFORMANCE AS POSSIBLE. THE 2 MAJOR QUESTIONS INVOLVE LENGTH OF CONTRACT AND UNCERTAINTY ABOUT TRUST AMONG TRUSTEES, ADMINISTRATORS, FACULTY AND STUDENTS IN A COLLEGE LACKING A TRADITIONAL GOVERNANCE STRUCTURE. (JS)

ED053198 TM000729
AN INTRODUCTION TO GUARANTEED PERFORMANCE CONTRACTING: A PLANNING GUIDE.
MICHIGAN STATE DEPT. OF EDUCATION, LANSING.
MAR 71
57P.
EDRS PRICE MF-$0.65 HC-$3.29
/ COST EFFECTIVENESS/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL PLANNING/ INSTRUCTIONAL INNOVATION/ *PERFORMANCE CONTRACTS/ *PROGRAM GUIDES/ SCHOOL DISTRICTS/ STATE DEPARTMENTS OF EDUCATION
THIS GUIDE WAS DESIGNED BY THE MICHIGAN STATE DEPARTMENT TO ASSIST LOCAL SCHOOL DISTRICT PERSONNEL IN THE USE OF GUARANTEED PERFORMANCE CONTRACTING (GPC) BY PROVIDING A FRAMEWORK OF SUGGESTED PROCEDURES. (CK)

ED053175 TM000702
THE USES AND LIMITATIONS OF STANDARDIZED TESTS IN MEETING THE DEMANDS FOR ACCOUNTABILITY.
KLEIN, STEPHEN P.
CALIFORNIA UNIV., LOS ANGELES. CENTER FOR THE STUDY OF EVALUATION.
JAN 71
20P. ; UCLA EVALUATION COMMENT, V2 N4
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ DIRECTION WRITING/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL OBJECTIVES/ EVALUATION/ *EVALUATION NEEDS/ FORMATIVE EVALUATION/ INSTRUCTIONAL IMPROVEMENT/ INSTRUCTIONAL PROGRAMS/ *PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PROGRAM PLANNING/ SCORES/ *STANDARDIZED TESTS/ TEST CONSTRUCTION/ TESTING/ *TEST VALIDITY
MAJOR DEMANDS OF ACCOUNTABILITY AS RELATED TO PERFORMANCE CONTRACTING ARE OUTLINED, AS WELL AS THE LIMITATIONS OF STANDARDIZED TESTS IN MEETING THESE LEMANDS. (AG)

ED053086 SP005127
THE SHAPE OF EDUCATION FOR 1971-72.
NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, WASHINGTON, D.C.
71
64P.
NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1201-16TH ST., N.W. WASHINGTON, D.C. 20036 (STOCK NO. 411-12790; SINGLE COPY $3.00, DISCOUNTS ON QUANTITY ORDERS)
EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.
/ ACTIVISM/ *CHILD CARE/ COMMUNITY SCHOOLS/ EDUCATION VOUCHERS/ FEDERAL AID/ FEDERAL LEGISLATION/ *NATIONAL COMPETENCY TESTS/ OPEN PLAN SCHOOLS/ *PASS FAIL GRADING/ *PERFORMANCE CONTRACTS/ *PROGRAM BUDGETING/ PROGRAM PLANNING
/ NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS/ PROGRAM PLANNING BUDGETING SYSTEMS
THIS COLLECTION OF 12 ARTICLES, PREPARED BY THE EDITORS OF THE WEEKLY NEWSLETTER "EDUCATION USA," ATTEMPTS TO HIGHLIGHT SIGNIFICANT NEW DEVELOPMENTS THAT HAVE SURFACED AS MAJOR EDUCATION ISSUES. THE AIM OF THE COLLECTION IS TO PROVIDE "AN AUTHORITATIVE, UP-TO-DATE REPORT ON WHAT'S NEW IN EDUCATION IN ONE BOOK." THE ARTICLES COVER SUCH TOPICS AS THE NIXON ADMINISTRATION'S ATTITUDE TOWARD EDUCATION, PERFORMANCE CONTRACTS AND EDUCATION VOUCHERS, PPBS (PROGRAM PLANNING BUDGETING SYSTEMS), RESULTS OF THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS, PASS-FAIL GRADING, CHILD CARE CENTERS, INFORMAL SCHOOLS, COMMUNITY SCHOOLS, AND STUDENT MILITANCY. (RT)

ED052234 TM000638

MEASURING WHAT LEARNERS LEARN (WIT'I A SPECIAL LOOK AT PERFORMANCE CONTRACTING.)

STAKE, ROBERT E.

ILLINOIS UNIV., URBANA. CENTER FOR INSTRUCTIONAL RESEARCH AND CURRICULUM EVALUATION.

JIM34744

71

41P.

EDRS PRICE MF-$0.65 HC-$3.29

/ CRITERION REFERENCED TESTS/ EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL OBJECTIVES/ EDUCATIONAL TESTING/ EVALUATION CRITERIA/ EVALUATION TECHNIQUES/ GRADE EQUIVALENT SCORES/ *LEARNING/ *MEASUREMENT/ *PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PERFORMANCE SPECIFICATIONS/ STUDENT TESTING/ TEACHER EVALUATION/ *TESTING PROBLEMS

A DISCUSSION OF PERFORMANCE CONTRACTING, DEFINED AS AN AGREEMENT BETWEEN A GROUP OFFERING INSTRUCTION AND A SCHOOL NEEDING THE SERVICES, IS PRESENTED. FOUR MAJOR HAZARDS TO DIRECT MEASUREMENT OF SPECIFIC LEARNING ARE CONSIDERED: POOR STATEMENT OF OBJECTIVES; SELECTION OF THE WRONG TESTS; MISINTERPRETATION OF TEST SCORES; AND DEPERSONALIZATION OF CONTEMPORARY LIFE. THESE AND OTHER PROBLEMS SUCH AS HUMAN AND TESTING ERROR, VALID CRITERION TESTING, AND THE QUESTION OF WHEN TO TEST, ARE DESCUSSED IN FULL. THE RELATIONSHIP OF THESE HAZARDS OF PERFORMANCE MEASUREMENT TO PERFORMANCE CONTRACTING, AND TO REGULAR SCHOOL PROGRAMS, IS PRESENTED. (AG)

ED051722 48 FL002370

CONFERENCE ON INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION. FINAL REPORT.

ALTMAN, HOWARD B.; POLITZER, ROBERT L.
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.

BBB02054
JUL 71
OEC-0-71-2410(823)
273P.
EDRS PRICE MF-$0.65 HC-$9.87

/ ADMINISTRATOR ATTITUDES/ CLASSROOM TECHNIQUES/ *CONFERENCE REPORTS / COST EFFECTIVENESS/ CURRICULUM DEVELOPMENT/ EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL INNOVATION/ EDUCATIONAL PSYCHOLOGY/ FLES/ GROUP INSTRUCTION/ *INDIVIDUALIZED INSTRUCTION/ INSTRUCTIONAL PROGRAM DIVISIONS/ *LANGUAGE INSTRUCTION/ *MODERN LANGUAGES/ PERFORMANCE CONTRACTS/ STUDENT ATTITUDES/ TEACHER EDUCATION/ TEACHING METHODS

THESE CONFERENCE PROCEEDINGS CONTAIN ADDRESSES AND COMMENTS OF SOME 42 PARTICIPANTS. PAPERS ARE GROUPED IN THREE MAJOR SECTIONS: (1) THE STATUS OF INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION TODAY, (2) SMALL-GROUP PRESENTATIONS, AND (3) VIEWPOINTS ON CHANGE. THE PAPERS COVER A WIDE VARIETY OF TOPICS INCLUDING A REVIEW OF THE STATE-OF-THE-ART, STUDENT ATTITUDES, CURRICULAR PLANNING, ADMINISTRATIVE PERSPECTIVES, FLES, TESTING, ACCOUNTABILITY, PSYCHOLOGICAL FACTORS, GROUP WORK, CONTRACTING, TEACHER TRAINING, PROGRAMED MATERIALS, DEVELOPING PROFICIENCY IN SPEAKING, MATERIAL ADAPTATION, ROLE OF "HARDWARE," GRADING AND CREDIT, AND BILINGUAL EDUCATION. CONCLUDING REMARKS FOCUS ON THE IMPLEMENTATION OF CHANGE IN THE FOREIGH LANGUAGE CLASSROOM AND A STUDENT'S REACTION TO THE CONFERENCE. A LIST OF PARTICIPANTS AND A PROGRAM SCHEDULE ARE INCLUDED. (RL)

ED051547 EA003500

STUDY OF THE USE OF INCENTIVES IN EDUCATION AND THE FEASIBILITY OF FIELD EXPERIMENTS IN SCHOOL SYSTEMS. FINAL REPORT.

JUNG, STEVEN M.; AND OTHERS

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES, PALO ALTO, CALIF.

RMQ66000

AIR-2027-1-71-FR

29 JAN 71

OEC-0-70-5035

152P.

EDRS PRICE MF-$0.65 HC-$6.58

/ BIBLIOGRAPHIES/ DATA ANALYSIS/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL EXPERIMENTS/ *FEASIBILITY STUDIES/ FEEDBACK/ *INCENTIVE SYSTEMS/ INPUT OUTPUT ANALYSIS/ LEARNING THEORIES/ LITERATURE REVIEWS/ *MOTIVATION/ MULTIPLE REGRESSION ANALYSIS/ PERFORMANCE CONTRACTS/ *REINFORCEMENT/ SOCIAL REINFORCEMENT

THIS DOCUMENT REPORTS THE RESULTS OF A 6-MONTH INVESTIGATION INTO THE POSSIBILITY OF INSTITUTING OPERATIONAL INCENTIVE SYSTEMS IN SCHOOLS. AN EXPERIMENT IS SUGGESTED THAT WOULD EXAMINE THE EFFECTS OF A WIDE RANGE OF MONETARY AND NONMONETARY REWARDS ON STUDENTS, TEACHERS, ADMINISTRATORS, AND PARENTS BASED ON DEMONSTRATED GAINS IN STUDENT PERFORMANCE OBJECTIVES IN READING AND MATHEMATICS. CONSIDERABLE ATTENTION IS FOCUSED ON THE COLLECTION OF PROCESS AND OUTPUT INFORMATION AND THE SUGGESTED USE OF EXISTING SCHOOL RECORDS, SELF-REPORT INSTRUMENTS, INDEPTH INTERVIEWS, BEHAVIORAL OBSERVATIONS, AND FUNCTIONAL-LEVEL PAPER AND PENCIL TESTS. THE BASIC STRUCTURE OF A MULTIYEAR EXPERIMENTAL PROGRAM ENCOMPASSING SEVERAL SITES IS PRESENTED, WITH SUGGESTIONS FOR POTENTIAL LOCAL, STATE, AND FEDERAL FUNDING. APPENDIXES INCLUDE DOCUMENTATION OF THE EZ SORT FILES, DOCUMENTATION OF SEVERAL CURRENT PROJECTS THAT MAKE USE OF INCENTIVES TO STUDENTS, AND LETTERS OF INTEREST FROM SCHOOL DISTRICTS THAT WERE CONTRACTED AS PART OF THE FEASIBILITY STUDY. (AUTHOR)

ED051313 TM000705
PROCEEDINGS OF THE CONFERENCE ON EDUCATIONAL ACCOUNTABILITY.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
JUN 71
67P.
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ BEHAVIORAL OBJECTIVES/ *CONFERENCE REPORTS/ CRITERION REFERENCED TESTS/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL FINANCE/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ *EDUCATIONAL QUALITY/ EVALUATION/ *INSTRUCTIONAL PROGRAMS/ *PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PROGRAM DEVELOPMENT/ PUBLIC EDUCATION/ SCHOOL COMMUNITY RELATIONSHIP/ TEACHER RESPONSIBILITY/ TEACHING QUALITY
THE PHILOSOPHY, STRATEGIES, AND PITFALLS OF EDUCATIONAL ACCOUNTABILITY, AND INFORMATION ON THE DEVELOPMENT AND IMPLEMENTATION OF ACCOUNTABILITY PROGRAMS ARE OUTLINED IN THIS CONFERENCE REPORT. EDUCATIONAL ACCOUNTABILITY IS A TERM USED IN CONNECTION WITH ACTIVITIES SUCH AS ASSESSMENT, EVALUATION, AUDITING, AND PERFORMANCE CONTRACTING. THE SPEAKERS' PAPERS INCLUDED: "THE MEANS AND ENDS OF ACCOUNTABILITY" (ERICK L. LINDMAN); "ISSUES IN IMPLEMENTATION I" (MARK R. SHEDD); "ISSUES IN IMPLEMENTATION II" (FRANCIS KEPPEL); "PUBLIC EXPECTATIONS" (JAMES E. ALLEN, JR.); "ROLE OF EVALUATION" (HENRY S. DYER); AND "THE FUTURE OF ACCOUNTABILITY" (EDYTHE J. GAINES). (AG)

ED050851 32 RC005279
AN ASSESSMENT OF NEEDS RELATED TO THE EDUCATION OF MIGRANT CHILDREN IN THE STATE OF WASHINGTON.
KREBS, ROBERT E.; STEVENS, GAIL A.
CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, TOPPENISH, WASH.
BBB01631
FEB 71
64P.
EDRS PRICE MF-$0.65 HC-$3.29
/ ATTENDANCE/ CURRICULUM/ *EDUCATIONAL NEEDS/ EDUCATION VOUCHERS/ FEDERAL PROGRAMS/ *INNOVATION/ *MIGRANTS/ MINORITY GROUPS/ PARENT ROLE / PERFORMANCE CONTRACTS/ POVERTY PROGRAMS/ *PROGRAM DEVELOPMENT/ SCHOOLS/ SOCIOECONOMIC STATUS/ *STATE PROGRAMS/ TEACHERS
/ *WASHINGTON STATE
THE PURPOSE OF THE STUDY, AS STATED, WAS TO IDENTIFY AND ARRANGE EDUCATIONAL NEEDS OF MIGRANT CHILDREN AND MAKE RECOMMENDATIONS FOR PROGRAMS WITH THE OBJECTIVE OF IMPROVING AND EQUALIZING EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF MIGRANT FAMILIES IN THE STATE OF WASHINGTON. THE ASSESSMENT WAS BASED ON LAY PEOPLE AND EDUCATORS INCORPORATING THE THOUGHTS OF PEOPLE OF ALL AGES TO GENERATE THE GUIDELINES FOR THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION STAFF IN THE DEVELOPMENT OF FUTURE PROGRAMS. IN ADDITION TO THE DISCUSSION RELATED TO THE PROBLEMS OF THE MIGRANT CHILD, RECOMMENDATIONS ARE MADE FOR PROVISION OF COMPENSATORY PROGRAMS, TRAINING PROGRAMS FOR BILINGUAL PARAPROFESSIONALS, "ALTERNATIVE" EDUCATIONAL PROGRAMS, MOBILE FACILITIES, PERFORMANCE CONTRACTING, AND USE OF THE EDUCATIONAL VOUCHER. A PARTIAL LISTING OF MIGRANT CENTERS AND SERVICE ORGANIZATIONS IN THE UNITED STATES IS APPENDED. (EL)

ED050497 EA003603
THE PERFORMANCE CONTRACTING CONCEPT, APPENDIX: A CRITIQUE OF THE THEORY.
STUCKER, JAMES P.
RAND CORP., SANTA MONICA, CALIF.
FGK21430
R-699-2-HEW
MAY 71
56P.
COMMUNICATIONS DEPARTMENT, RAND, 1700 MAIN STREET, SANTA MONICA, CALIFORNIA 90406 ($3.00)
EDRS PRICE MF-$0.65 HC-$3.29
/ ADMINISTRATIVE PERSONNEL/ CONTRACTS/ *MATHEMATICAL MODELS/ MODELS/ *MOTIVATION TECHNIQUES/ *PERFORMANCE CONTRACTS/ *THEORIES / *INCENTIVE THEORY
THIS REPORT, A TECHNICAL APPENDIX TO THE PERFORMANCE CONTRACTING CONCEPT IN EDUCATION (EA 003 602), SUMMARIZES THE MATHEMATICAL MODELS THAT HAVE BEEN DEVELOPED TO ANALYZE CONTRACTUAL RELATIONSHIPS AND INCENTIVES. THE REPORT WILL BE OF INTEREST PRIMARILY TO THEORETICIANS AND ANALYSTS RATHER THAN EDUCATIONAL ADMINISTRATORS. (AUTHOR)

ED050496 EA003602
THE PERFORMANCE CONTRACTING CONCEPT IN EDUCATION.
STUCKER, J. P.; HALL, G. R.
RAND CORP., SANTA MONICA, CALIF.
FGK21430
R-699-1-HEW
MAY 71
81P.
COMMUNICATIONS DEPARTMENT, RAND, 1700 MAIN STREET, SANTA MONICA, CALIFORNIA 90406 ($3.00)
EDRS PRICE MF-$0.65 HC-$3.29
/ *ACADEMIC ACHIEVEMENT/ *ADMINISTRATIVE PERSONNEL/ CONTRACTS/ *DECISION MAKING/ *EDUCATIONAL ACCOUNTABILITY/ MEASUREMENT INSTRUMENTS / *PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PERFORMANCE SPECIFICATIONS/ PROGRAM EVALUATION/ TESTING PROBLEMS
THIS DOCUMENT, PART OF OF A REPORT ON PERFORMANCE CONTRACTING, EXPLORES ITS BASIC ISSUES AND CONSIDERATIONS AND IS ADDRESSED TO EDUCATIONAL DECISIONMAKERS. THE EVOLUTION OF PERFORMANCE CONTRACTING IS TRACED AND THE CONCEPT AS IT IS CURRENTLY BEING APPLIED IN EDUCATION IS DISCUSSED. THE SECOND PART WILL ANALYZE THE OUTCOMES OF SOME PROGRAMS WHEN 1970-71 RESULTS ARE AVAILABLE. THE FINAL REPORT, A PERFORMANCE CONTRACTING GUIDE, WILL COMBINE ORIGINAL CONCEPTS WITH CONCLUSIONS DRAWN FROM PROGRAM RESULTS TO PRODUCE A GENERAL GUIDE ON HOW TO PLAN, CONDUCT, AND EVALUATE PERFORMANCE CONTRACTING PROGRAMS. THE APPENDIX PROVIDES DECISIONMAKERS WITH INFORMATION ON CONTRACTING EXPERIENCES IN OTHER SECTORS SUCH AS THE DEPARTMENT OF DEFENSE AND THE NATIONAL AERONAUTICS AND SPACE AGENCY. A RELATED DOCUMENT IS EA 003 603. (AUTHOR)

ED050183 TM000674
PROCEEDINGS OF THE CONFERENCES ON EDUCATIONAL ACCOUNTABILITY.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
MAR 71
108P.
EDRS PRICE MF-$0.65 HC-$6.58
/ *ACADEMIC ACHIEVEMENT/ ACADEMIC PERFORMANCE/ ADMINISTRATIVE POLICY / BOARDS OF EDUCATION/ *CONFERENCE REPORTS/ CREATIVITY/ CULTURALLY DISADVANTAGED/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL PLANNING/ *EDUCATIONAL QUALITY/ EDUCATIONAL RESPONSIBILITY/ EVALUATION/ INSTRUCTIONAL PROGRAMS/ *PERFORMANCE CONTRACTS/ PUBLIC EDUCATION/ SCHOOL COMMUNITY RELATIONSHIP/ TEACHER RESPONSIBILITY/ TEACHING QUALITY/ TESTS

CONSIDERABLE ATTENTION IS BEING FOCUSED ON THE CONCEPT OF EDUCATIONAL ACCOUNTABILITY. THE WORD "ACCOUNTABILITY" HAS AS MANY MEANINGS AS ONE CARES TO GIVE IT AND IS OFTEN USED IN CONNECTION WITH SUCH ACTIVITIES AS ASSESSMENT, EVALUATION, AUDITING, AND PERFORMANCE CONTRACTING. THESE CONFERENCES, HELD IN WASHINGTON, D.C. AND HOLLYWOOD, CALIFORNIA WERE THE RESULT OF EXPRESSED CONCERN FOR MORE TO BE SAID ABOUT AN AREA IN WHICH THERE IS SO MUCH INTEREST AND A GROWING NEED FOR CLARIFICATION OF THE MANY ISSUES AND PROBLEMS INVOLVED. THE NINE PAPERS PRESENTED WERE ORGANIZED UNDER SIX MAIN TOPICS AND WERE CONCERNED WITH THE PHILOSOPHY, STRATEGIES AND PITFALLS OF ACCOUNTABILITY IN EDUCATION. EACH PROVIDES A SUBSTANTIVE AND CHALLENGING CONTRIBUTION TO THE UNDERSTANDING OF WHAT IS INVOLVED IN DEVELOPING AND IMPLEMENTING ACCOUNTABILITY PROGRAMS OF INTEGRITY AND MERIT. TOPICS AND SPEAKERS WERE: "MEANS AND ENDS OF ACCOUNTABILITY" (TERRELL H. BELL); "ISSUES IN IMPLEMENTATION" (NOLAN ESTES AND DONALD R. WALDRIP; ROBERT W. LOCKE); "POSSIBLE EFFECTS ON INSTRUCTIONAL PROGRAMS" (ALBERT SHANKER); "PUBLIC EXPECTATIONS" (WILSON C. RILES; H. THOMAS JAMES; SCARVIA B. ANDERSON); "THE ROLE OF EVALUATION" (HENRY S. DYER); "THE FUTURE OF ACCOUNTABILIBY" (JOHN W. PORTER). (TA)

ED049528 EA003391
"THE PRACTITIONER AND ACCOUNTABILITY."
WILSON, DONALD F.
MAR 71
11P. SPEECH PRESENTED AT NATIONAL SCHOOL BOARDS ASSOCIATION ANNUAL MEETING. (31ST, ATLANTA, GEORGIA, MARCH4-6, 1971)
EDRS PRICE MF-$0.65 HC-$3.29
/ *BOARDS OF EDUCATION/ *EDUCATIONAL ACCOUNTABILITY/ EUDCATIONAL INNOVATION/ EVALUATION CRITERIA/ INSTRUCTIONAL PROGRAMS/ *PERFORMANCE CONTRACTS/ SPEECHES/ *TEACHER ASSOCIATIONS/ TEACHER PARTICIPATION/ *TEACHER ROLE
/ ACT/ ASSOCIATION OF CLASSROOM TEACHERS
THIS PAPER DISCUSSES THE ROLE OF THE CLASSROOM TEACHER UNDER AN ACCOUNTABILITY PROGRAM, AND RAISES QUESTIONS ABOUT THE EXTENT TO WHCIH TEACHERS CAN BE HELD ACCOUNTABLE IN DIFFERENT AREAS OF SCHOOL PROGRAMS. THE AUTHOR DEFINES ISSUES RAISED AT THE ACT NATIONAL STUDY CONFERENCE ON ACCOUNTABILITY IN EDUCATION, AND ENUMERATES RESPONSIBILITIES OF TEACHERS IN SUBJECT MATTER KNOWLEDGE, PUPIL DEVELOPMENT, AND CURRICULUM SELECTION. THE AUTHOR CONCLUDES THAT TEACHERS, THROUGH THEIR PROFESSIONAL ASSOCIATIONS, SHOULD BECOME MORE INVOLVED IN DECISIONMAKING ON PERFORMANCE CONTRACTS. RELATED DOCUMENTS ARE EA 003 347, EA 003 356, EA 003 358, EA 003 387, AND 003 391. (JF)

ED049525 EA003387
PERFORMANCE CONTRACTING IN ELEMENTARY AND SECONDARY EDUCATION. A REPORT SHOWING THE DEVELOPMENTS ON A NATIONWIDE BASIS AND THE IMPLICATIONS FOR NEW YORK STATE.
NEW YORK STATE EDUCATION DEPT., ALBANY. DIV. OF EVALUATION.
15 DEC 70
44P.
EDRS PRICE MF-$0.65 HC-$3.29
/ BOARDS OF EDUCATION/ DROPOUT PREVENTION/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL FINANCE/ EDUCATIONAL PRACTICE/ *EXPERIMENTAL PROGRAMS/ INSTRUCTIONAL PROGRAMS/ LEGAL RESPONSIBILITY/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ *PROGRAM EVALUATION/ TEACHER ROLE
/ NEW YORK/ TEXARKANA PROJECT
THIS PAPER DESCRIBES THE HISTORICAL DEVELOPMENT OF PERFORMANCE CONTRACTING, DISCUSSES THE FIRST PERFORMANCE CONTRACTING EXPERIMENT, CITES REACTIONS TO PERFORMANCE CONTRACTING, AND SUPPLIES SUPPORTIVE DATA. THE CONTENTS ARE DESIGNED TO ASSIST THE NEW YORK STATE BOARD OF REGENTS TO DETERMINE POLICY FOR THE STATE EDUCATION DEPARTMENT AND THE NEW YORK SCHOOLS. THE CONTENTS INCLUDE DISCUSSIONS OF THE TEXARKANA PROJECT AND OTHER CONTRACTS, THE BARRIERS TO LETTING OUT PERFORMANCE CONTRACTS IN NEW YORK STATE, THE ELEMENTS OF FINANCING CONTRACTS, AND THE PROS AND CONS OF THIS EDUCATIONAL INNOVATION. SUPPORTIVE APPENDIXES INCLUDE STATEMENTS FROM PROMINENT EDUCATORS AND OTHER PEOPLE CONCERNED WITH PERFORMANCE CONTRACTS, DESCRIPTIONS OF THE TEXARKANA AND OTHER PROJECTS, DISCUSSIONS OF THE LEGAL ASPECTS OF PERFORMANCE CONTRACTING, MODEL SPECIFICATIONS FOR PERFORMANCE CONTRACTING AND EVALUATION CRITERIA, FINANCIAL DETAIL, AND REFERENCES AND BIBLIOGRAPHY. RELATED DOCUMENTS ARE EA 003 347, EA 003 356, EA 003 358, EA 003 391, AND EA 003 380. (JF)

ED049520 EA003358
ACCOUNTABILITY AND PERFORMANCE CONTRACTING.
LENNON, ROGER T.
5 FEB 71
21P.; SPEECH PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING. (55TH, NEW YORK, NEW YORK, FEBRUARY 4-7,1971)
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACNIEVEMENT/ *EDUCATIONAL ACCOUNTABILITY/ EVALUATION TECHINQUES/ INSTRUCTIONAL PROGRAMS/ *MEASUREMENT INSTRUMENTS/ MEASUREMENT TECHNIQUES/ MODELS/ *PERFORMANCE CONTRACTS/ SKILL DEVELOPMENT/ SPEECHS/ *TEST RELIABILITY/ *TEST VALIDITY/ TEXTBOOK STANDARDS
THIS REPORT DEFINES THE CONCEPTS AND SOME OF THE PROBLEMS OF ACCOUNTABILITY AND PERFORMANCE CONTRACTING WITH SPECIAL EMPHASIS ON MEASUREMENT PROBLEMS IN THE LATTER. MEASUREMENT PROBLEMS INVOLVE BOTH THE VALIDITY AND THE RELIABILITY OF STANDARDIZED ACHIEVEMENT TESTS AS A BASIS FOR REIMBURSING A CONTRACTOR. THE AUTHOR SUGGESTS THE USE OF CRITERION REFERENCED TESTS AS A POSSIBLE REMEDY TO SOME OF THESE PROBLEMS, BUT CAUTIONS THAT RESULTS SHOULD BE TRANSLATABLE INTO UNITS THAT WILL YIELD MEASURES OF GAIN OR GROWTH. RELATED DOCUMENTS ARE EA 003 347, EA 003 356, EA 003 391, AND EA 003 387. (JF)

FD049519 EA003356
WHAT SCHOOL BOARDS SHOULD KNOW ABOUT PERFORMANCE CONTRACTING.
CHANDLER, B. J.
1 MAR 71.
10P.; PAPER PRESENTED AT NATIONAL SCHOOL BOARDS ASSOCIATION REGIONAL CONFERENCE. (NEW YORK, NEWYORK, FEBRUARY 28-MARCH 2, 1971)
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ BASIC SKILLS/ *BOARDS OF EDUCATION/ *EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL QUALITY/ *EVALUATION TECHNIQUES/ INSTRUCTIONAL PROGRAMS/ MOTIVATION TECHNIQUES/ *PERFORMANCE CONTRACTS/ SPEECHES
THIS DISCUSSION OF THE PROS AND CONS OF EDUCATIONAL ACCOUNTABILITY AND PERFORMANCE CONTRACTING COMMENTS ON THE EDUCATIONAL AND HISTORICAL CONTEXT OF PERFORMANCE CONTRACTING AND INDICATES SOME DIRECTIONS PERFORMANCE CONTRACTING WILL TAKE. THE AUTHOR WARNS THAT SINCE PERFORMANCE CONTRACTING IS A NEW TOOL IT MUST BE USED CAUTIOUSLY AND WITH SKILL BY EXPERTS. ABUSES, MISUNDERSTANDINGS, EXAGGERATED CLAIMS, SLOPPY AND UNDEPENDABLE EVALUATING, AND UNETHICAL PRACTICES, COULD RESULT IN DISREPUTE FOR PERFORMANCE CONTRACTING, WITH A RESULTING REPUDIATION BY THE AMERICAN PEOPLE. HOWEVER, THE AUTHOR FEELS THAT WITH PATIENT, UNSELFISH, PRUDENT, HONEST, AND INTELLIGENT TESTING AND EXPERIMENTATION, A HIGHLY EFFECTIVE TOOL FOR EDUCATION MAY BE DEVELOPED AND USED. RELATED DOCUMENTS ARE EA 003 347, EA 003 358, EA 003 391, AND EA 003 387. (JF)

ED049517 EA003347
EDUCATION PERFORMANCE CONTRACTING: THE DALLAS PROJECT.
ESTES, NOLAN
21 FEB 71
16P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION. (ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-24, 1971)
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ CONSULTANTS/ *DROPOUT PREVENTION/ *EDUCATIONAL ACCOUNTABILITY/ EVALUATION CRITERIA/ *MANAGEMENT SYSTEMS/ MEASUREMENT/ *PERFORMANCE CONTRACTS/ *PROGRAM PLANNING/ SPEECHES/ STUDENT MOTIVATION
/ ACHIEVEMENT MOTIVATION/ DALLAS PROJECT
THIS REPORT DISCUSSES PERFORMANCE CONTRACTING AS ONE MEANS OF IMPLEMENTING EDUCATIONAL ACCOUNTABILITY. IT DESCRIBES THE PLANNING FOR AND MAIN FEATURES OF THE DALLAS, TEXAS, PERFORMANCE CONTRACT -- THE GUARANTEED STUDENT PERFORMANCE IN EDUCATION AND TRAINING PROGRAM THAT USES A MULTIFACETED APPROACH TO REMOVE MATH, READING, AND MOTIVATION DEFICIENCIES. THE UNIQUE PART OF THIS PROGRAM -- THE ACHIEVEMENT MOTIVATION COMPONENT -- WILL BE CONCERNED WITH OCCUPATIONAL TRAINING IN CONJUNCTION WITH 25 LOCAL EMPLOYERS. RELATED DOCUMENTS ARE EA 003 356, EA 003 358, EA 003 391, AND EA 003 387. (JF)

ED047380 EA003290
WHITHER PERFORMANCE CONTRACTING?
GREEN, NORMAN S.
14 OCT 70
6P.; PAPER PRESENTED AT PENNSYLVANIA SCHOOL BOARDS ASSOCIATION ANNUAL CONVENTION (PITTSBURGH, PENNSYLVANIA, OCTOBER 14, 1970)
EDRS PRICE MF-$0.65 HC-$3.29
/ *CONTRACTS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ *PERFORMANCE SPECIFICATIONS
THIS REPORT DESCRIBES BRIEFLY PERFORMANCE CONTRACTS; DISCUSSES THEIR SHORTCOMINGS, PITFALLS, AND ADVANTAGES; AND GIVES SOME INSIGHT INTO THE FUTURE DEVELOPMENT OF THIS NEW CONCEPT. TWO SHORTCOMINGS OF PERFORMANCE CONTRACTING INCLUDE (1) TEACHING TO THE TEST AND (2) BOARD ABDICATION OF ITS RESPONSIBILITY FOR MAKING FINAL DECISIONS ABOUT EDUCATIONAL POLICY. ADVANTAGES RELATE TO THE POTENTIAL FOR BETTER ACCOUNTABILITY. THE AUTHOR SEES PROMISE FOR THE IDEA OF PERFORMANCE CONTRACTING, BUT ADMITS THAT BOARD MEMBERS AND SUPERINTENDENTS WILL HAVE THE POWER TO DECIDE IF THIS NEW CONCEPT WILL ENDURE. (JF)

ED043950 EA003070

DROPOUT PREVENTION PROGRAM. REQUEST FOR PROPOSAL #2..

TEXARKANA SCHOOL DISTRICT 7, ARK.

30 JUN 70

OEG-0-9-130045-3360(281)

77P.; OE PERFORMANCE CONTRACT PROJECT AND RAPID LEARNING CENTERS PROGRAM.

EDRS PRICE MF-$0.50 HC-$3.95

/ *ACADEMIC ACHIEVEMENT/ BIDS/ COGNITIVE OBJECTIVES/ DATA ANALYSIS/ *DROPOUT PREVENTION/ EVALUATION CRITERIA/ EVALUATION TECHNIQUES/ INDIVIDUALIZED ISNTRUCTION/ INSTRUCTIONAL PROGRAMS/ MATHEMATICS/ *PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PROGRAMED MATERIALS/ *PROGRAM PROPOSALS/ READING/ TESTING

/ ARKANSAS/ *TEXARKANA

THIS DOCUMENT PROVIDES THE NECESSARY INSTRUCTIONS AND FORMS FOR SUBMISSION OF A RAPID LEARNING CENTER PERFORMANCE CONTRACT PROPOSAL AS PART OF A 4-YEAR DROPOUT PREVENTION PROGRAM. CONTRACT PERFORMANCE PROPOSALS ARE TO EMBODY MATHEMATICS AND/OR READING, AND TO INVOLVE STUDENTS ENROLLED IN GRADES 7-12 WHO ARE TWO OR MORE GRADE LEVELS DEFICIENT IN MATHEMATICS AND/OR READING. THREE SECTIONS OUTLINE THE PROCEDURES TO BE FOLLOWED BY PROSPECTIVE BIDDERS. THE STATEMENT OF WORK SECTION OUTLINES THE GENERAL PURPOSE OF THE PROPOSED LEARNING CENTERS, THE STUDENT ACHIEVEMENT PERFORMANCE REQUIRED, THE PERFORMANCE AND MEASUREMENT, AND THE METHOD OF CONTRACTOR REIMBURSEMENT, AND INCORPORATES A LIST OF GENERAL AND SPECIAL CONDITIONS TO BE MET BY BIDDERS. THE EVALUATION DESIGN SECTION CONTAINS SUMMARY CHARTS SHOWING PERFORMANCE OBJECTIVES, MEASUREMENT INSTRUMENTS, DATA COLLECTION PROCEDURES, DATA ANALYSIS TECHNIQUES, AND DATA ANALYSIS PRESENTATIONS. THE LAST SECTION CONTAINS THE PROPOSAL AND BUDGET FORMAT. (MLF)